

# The History Teacher's Magazine

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION.

Volume IV.  
Number 1.

PHILADELPHIA, JANUARY, 1913.

\$2.00 a year  
20 cents a copy

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Published monthly, except July and August, by McKinley Publishing Co., Philadelphia, Pa.

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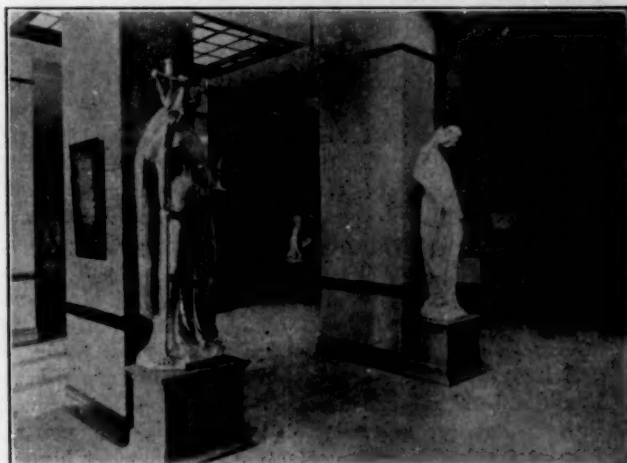
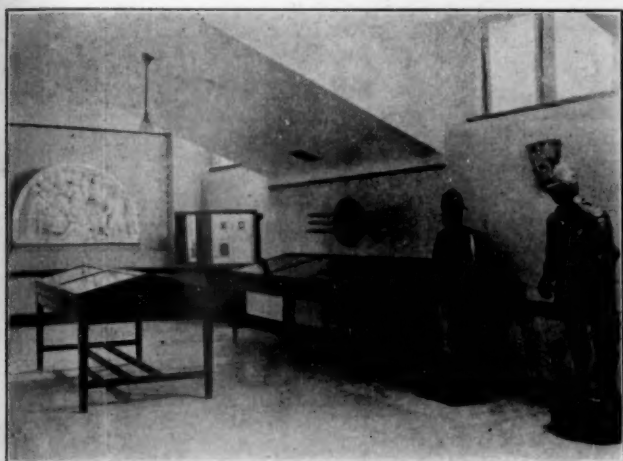
## Museum of European Culture of University of Illinois

BY NEIL C. BROOKS.

The last decade or two has seen a greatly-increased interest in museums of all kinds. With this interest has come a significant change in the administration of museums, a change that recognizes and seeks to realize more fully their educational value. It is now unusual to find exhibits marked with mystic numbers which reveal their secrets only to the patient manipulator of a catalog. On the contrary, the more progressive museums furnish not only explanatory labels, but also expert guides and lecturers, and are becoming important educational centers.

languages and literature, just those departments which until recently were thought to need no material except books and a few maps. It is significant that the three newest museums at Harvard, the Semitic Museum, the Germanic Museum and the Social Museum, are all museums of culture in this sense, and were all established within the last ten years.

The Museum of European Culture of the University of Illinois was established by the Board of Trustees a year ago last summer. It was not until this year, however, that enough material was collected to think



But this recognition of the educational value of museum material shows itself also in other ways. There is a growing movement for a systematic use of public museums by the public schools, and there has been in the last decade a marked increase in the number of museums established in institutions of learning themselves. While all know the typical college museum of earlier days with its few stuffed animals and its small collection of minerals, few realize how far some of our universities have gone in this line of development. Harvard, for example, has its Zoological, its Botanical, its Mineralogical, its Geological, its Anthropological Museums, it has its Fogg Art Museum, its Germanic Museum, its Semitic Museum, its Social Museum, as well as a Dental and an Anatomical Museum in its professional schools.

The "museum of culture" represents a type that is comparatively new among university museums. It is a museum to illustrate phases of culture and social development, to serve as an educational aid to the departments of history and the social sciences, lan-

of opening it to the public. It was open for the first time last November on the occasion of a large High School Conference that is held annually at the university. Some three or four hundred teachers visited the museum, and it is largely the interest they showed in the collection and their inquiries as to where this or that object could be obtained for their schools that has suggested the possible value of telling somewhat in detail of the modest beginning which the museum has made.

It has been thought wise to lay the chief stress for the present upon the mediæval period, not only as the period in which the roots of our modern culture lie, but as a period that needs the aid of illustrative material more than our recent times do.

One important manifestation of mediæval culture is in plastic art, and a few casts of Romanesque and Gothic art have already been obtained, for the earlier Romanesque three casts from the Cathedral of Chartres, for late Romanesque the tympanum with the Death of Mary and the statues of Ecclesia and



Synagoga from the Strassburg Cathedral, for the Gothic period as yet only the bust of the Christ figure of the Cathedral of Amiens, two or three small reliefs from Notre Dame of Paris and from Reims, and, for late Gothic, the Angel of Lude, the original of which is in the collection of J. Pierpont Morgan.

For Renaissance sculpture there are six of the panels of Luca della Robbia's Cantoria Frieze, a Madonna by Verrocchio, Michel Angelo's Kneeling Cupid, one of his Madonna reliefs, and the bust of his colossal statue of David. An outstanding order will add Donatello's David and several of his small reliefs, Verrocchio's David, a Madonna by Luca della Robbia, and one by Majano, two Bambini of Andrea della Robbia, and the two small reliefs of Abraham's Sacrifice, by Ghiberti and by Brunelleschi. For German Renaissance the museum has in the form of casts only the Nürnberg Madonna and the small figures of Peter Vischer and St. Sebaldus from the Sebaldus monument. Besides casts there are for this period six of the large Bruckmann wall pictures, two of German art, Peter Vischer's King Arthur and the Blütenburg Madonna, and four of Italian art, Donatello's Gattamelata and his St. George, Verrocchio's Colleoni and Michel Angelo's Moses.

The large Bruckmann "Wandbilder" (F. Bruckmann, Munich) are fine pictures suitable for classrooms and remarkably reasonable in price, costing about \$1.75 each. Besides those of Renaissance art, there are about a dozen of classical art. The casts have been obtained, some from the Berlin Museums (address Generalverwaltung der Berliner Museen), some from the Museum of Comparative Sculpture in Paris (Edouard Pouzadoux, atelier de Moulage, Musée de Sculpture Comparée), some from the firm of August Gerber in Cologne, and some from Caproni and Brother of Boston. Of the three foreign places Berlin offers a large selection at reasonable prices, Paris a smaller selection at remarkably low prices, August Gerber a larger selection at somewhat higher prices, but of exceptionally fine workmanship with skillful imitation of the original.

An important art of the early Middle Ages, especially of the Carolingian period, is ivory carving. To illustrate this art the museum has about twenty excellent reproductions made by August Gerber. They include reliquaries, crosiers, vessels for church service, madonnas, triptychs, bookbindings, and hunting horns.

To illustrate the art of miniature painting in the Middle Ages, the museum has thirty plates in color, executed by the firm of Bernard Quaritch, London. The manuscripts from which they are taken are all in the British Museum and range from the early eighth to the fifteenth century. For economy of space, these plates are exhibited in swinging frames attached to the wall. In other swinging frames are about an equal number of paleographic plates not in color. They show some miniatures, but are chosen more to show important types of handwriting from the fifth century on.

The museum has about thirty-five models of weapons from the Stone Age down to the nineteenth century. These, together with four or five shields and two complete suits of armor, one of chain mail and one of plate armor, form the beginning of a collection to illustrate the development of warfare through those ages in which it played such an important rôle. The models of weapons are for the most part from the firm of Friedrich Rausch in Nordhausen, Germany. Friedrich Rausch is doing a valuable service in providing "kulturhistorische" models of various kinds for educational purposes. The two suits of armor are reproductions made by Ernst Schmidt, Munich. A few of the weapons and shields are plaster models from August Gerber colored in imitation of the originals.

There are also other models from Friedrich Rausch, several of runic inscriptions, one of a prehistoric house urn, one of a Slavic idol, one of the



order of the Golden Fleece, four of early musical instruments, and several others. Of the musical instruments the most interesting one is a full-sized model of the harp of the German minnesinger Oswald von Wolkenstein, which is preserved in the Wartburg. From the same firm the museum has a number of facsimiles, some of early German literature, some of the time of the Reformation, including a Latin indulgence of the time of Tetzl. There are also, from the firm of Bernard Quaritch, some facsimiles of historical documents, such as the Magna Charta, from the British Museum.

Finally the museum has a small collection of about fifty or sixty seals, chosen to represent various types and periods. Some are historically interesting, some have artistic merit. They were reproduced by the National Archives in Paris from their enormous collection, and cost from twenty to sixty cents each. To obtain seals from the National Archives it is necessary to make the request through the American Embassy in Paris. Seals may also be obtained from the British Museums without such formality.



The material which the museum has thus far collected, together with the necessary show-cases and other expenses, has cost only about two thousand dollars. Such an investment is quite within the means of numerous colleges and high schools, and such a collection, varied to suit particular needs and purposes, would unquestionably quicken and strengthen the instructional work in any institution. There is evidence of this in the interest in the museum already shown by our university instructors and their plans for using it in their work. The instructor in history whose special field is the mediæval period, and who gives a course on mediæval culture and one on the era of the Renaissance, has an enthusiastic interest in the collection, and will make good use of it. One of the instructors in the art department has indicated his intention of bringing his classes to the museum for study and sketching. One of the German instructors, who has a course in German composition and conversation, has already sent his students to it to examine the objects of German culture in order to be able to talk or write about them in class.

For a university of the size of the University of Illinois, and one so remote as it is from the museum material of any large city, the present collection is naturally only a beginning, which must develop in time into a large and comprehensive museum. It is impossible to outline in advance just what the order of development will be. There are no fixed traditions for the building up of this type of museum and the lines of possible development are innumerable. The problem is not how to make the museum useful, but it is to choose wisely and make it most useful. In addition to further development of the lines already represented, the plans of the curator for the near future include an exhibit of some of the chief types of European costumes, especially peasant costumes, a series of models of dwellings showing types of development from the Lake Dwellers on and includ-

ing a typical mediæval burg and characteristic peasant houses such as the Saxon, the Black Forest, and the South Bavarian types, models of theaters, such as the Fortune Theater of Shakespeare's time, together with other illustrative material for the study of the drama, models of ships, such as a Viking boat, a Hansa ship, a Spanish ship of the time of Columbus, a collection of early masterpieces of painting in the best color reproductions, such as those of the Medici Society of London, etc.

If the museum is to realize most fully its possibilities for usefulness, it must not only have its permanent exhibits, but it must arrange temporary exhibits from time to time, often in connection with this or that course in the university. For this purpose it should have a large amount of photographic material, which can be supplemented by interesting material that is to be found in the university library and in the possession of various departments.

The assembling of all the material bearing upon European culture into one comprehensive museum has certain advantages over a development that scatters the material among several museums along national lines. The best way, for example, to illustrate the development of Gothic art, and even to bring out national differences is not to divide the Gothic material into several national museums, but is to have it all together and systematically arranged. To illustrate in their entirety, great social or cultural movements or periods of culture common to all Europe would seem as a rule of greater educational value than to give a comprehensive view of the culture of the separate nations.

The Museum of European Culture of the University of Illinois, with its broad scope, with a large and rapidly growing university to foster it, and a prosperous and progressive state to support it, has possibilities of development, which it is hoped will be realized in full measure.

## Teaching the Crusades in Secondary Schools

BY PROFESSOR DANA C. MUNRO, UNIVERSITY OF WISCONSIN.

The first question to be answered is, Why are the Crusades important? Upon the answer will depend the amount of time given to the subject, the method of presentation, and, of course, the topics which are chosen for emphasis. The answer which I shall propose is, that the Crusades are important mainly because they caused a mixture and intermingling of the people in Western Europe among themselves and also brought many of these people into contact with the inhabitants of the Byzantine Empire, of Asia Minor, Syria and Egypt. It has been well said that, "Mixture, or at least contact of races, is essential to progress."

If we accept this answer, we shall next question the extent, nature, and results of the mixture or contact. With regard to the first, we shall note that, as indicated above, the people of Western Europe were brought into intimate relations not merely with the Greek and other heterodox Christians of the East,

and with the Mohammedans, but also with their neighbors in Western Europe; and the last was a very important fact. With regard to the nature we shall note that it was a peaceful contact with their fellow Catholic Christians in the West, that their attitude towards the Byzantines changed rapidly and repeatedly, and that their relations with the Mohammedans were less hostile than we would have expected them to be; in each case we shall question why. Lastly, in estimating the results we must avoid extreme views. On the one hand, we are told by Kugler, "It would be almost impossible to find a sphere of the political, military, mercantile, industrial, scientific, artistic, and even ecclesiastical life, which had not received some enrichment of some kind from the East"; on the other hand, Seignobos writes, "Doubtless, the Crusades had some general effect upon the Christian society, but for all these results there have been more active and more effective causes

in the peoples of the West themselves." Careful consideration of these two statements and the arguments which might be adduced in support of each will clarify our views and lead us to select as the two most important results: the impetus given to the spirit of inquiry which was freeing the intellect from the close bondage of authority and tradition, and the increased commercial activity which was causing great changes in the status of social classes, and, in particular, the rise of the merchant class to political power. There are many other points which might be considered, but in the limited time to which we are confined by the school curriculum this is probably all that can be covered.

With this framework we are ready to plan our treatment and select the topics which must be treated. I shall attempt merely to give an outline of the latter, which will, I hope, suggest the plan which should be followed, while leaving each teacher free to shape the treatment in accordance with his own individuality.

#### INTRODUCTION: BACKGROUND.

- A. Relations (a) between the Western Christian peoples and the Byzantine Emperor and his subjects; (b) between the Western Christians and the Mussulmans, both in Orient and Occident; (c) between the Byzantine Empire and the Mohammedans.
- B. Civilization of each of the three peoples. The points to be emphasized here depend upon the considerations noted in the opening paragraphs; e.g., for the Western people their limitations should be indicated, their reverence for authority, the lack of comfort in the home life of the castles, the slight development of commerce and manufacturing; for the Byzantines the luxury and wealth of Constantinople should be described; for the Mohammedans the arts and products which they possessed which would be objects of desire to the Westerners. (Of course, these are merely illustrations of the kinds of topics to be considered.)

#### I. CAUSES OF THE CRUSADES.

- A. Remote. As under Introduction, a, b, and c, laying stress upon the advance of the Seljukian Turks.
- B. Appeal of Alexius. (Denied by some writers, but accepted by most, and probably true.)
- C. Pope's speech at Clermont. It may be well to stop here and have an exercise upon the sources. Let the students analyze the speech, pick out the arguments which the pope urged, and determine why each one would appeal to some of the audience. Bring out in this way the love of fighting, the religious incentive, the bad economic conditions, the inducements both spiritual and material, etc.

#### II. THE FIRST CRUSADE, 1096-1099.

- A. Gathering of the Host. Religious unity and enthusiasm; popularity and universality of movement; remarkably peaceful marches of armies through Europe. Note Peter the Hermit's preaching and reception; the great leaders; contemporary accounts of the spirit of fraternity at the start.

- B. The Emperor Alexius and the Crusaders. Difficulty in working together; results of their contact, and feelings of each party towards the other.

Note the oath of the leaders to the Emperor and his oath in return; the capture of Nicæa and the diverse feelings of the leaders and common people among the Crusaders. Call attention to the incident used by Scott in his *Count Robert of Paris*.

- C. March to Jerusalem. Physical Geography of Asia Minor and Syria. Selfish interests of leaders, aided by divisions among the inhabitants of the country; result, petty states and small holdings, surrounded by natives, and mutually hostile.

Note capture of Edessa, Antioch, Jerusalem; barbarity of crusaders at Jerusalem; small number of Western warriors remaining in Holy Land.

#### III. THE KINGDOM OF JERUSALEM, 1100-1187.

- A. Conquests and relations to other states. Gradual capture of cities, due to divisions among Mussulmans and coming of new bands of pilgrims. Concessions to Italian cities to secure aid of fleets. Interest of the Italians in commerce. Attempts at union with Antioch and other states.
- B. Relations with natives.
  1. Feeling toward Turks influenced by admiration of their valor.
  2. Need of natives: in commerce, agriculture, industry.
  3. Friendly relations through common interests and contact.
  4. Laws and customs favorable to natives.
- C. Two parties in Kingdom. Peace party, interested in commerce and exploitation. War party, made up of adventurers, new-comers, and religious enthusiasts. Peace party more influential after 1125, but possibility of danger at any moment from action of any adventurer. The Military Orders and their influence.
- D. Danger from Mohammedans. Safety and success of Christian colonists had depended mainly upon divisions among enemies. Union under Zengi and Nureddin. Capture of Edessa.



Second Crusade, very briefly, bringing out feeling toward Greek Emperor and attitude of Christians in Holy Land.

Union under Saladin: his capture of Jerusalem. Contrast his mercy with barbarism of Christians in 1099.

#### IV. LATER CRUSADES.

##### A. The Third Crusade, 1089-1092.

Special sanctity of Jerusalem; effects of its fall. Expedition of Frederic Barbarossa.

Richard and Philip.

Show divisions among Christians, lack of interest in cause. Call attention to incident used by Scott, in *The Talisman*.

##### B. The Fourth Crusade, 1202-1204.

Motives of greed, rampant.

Outcome of hostility to Byzantine Empire.

Results: short-lived Latin Empire; weakening of Greek Empire; diversion of interest and forces from Holy Land.

##### C. Crusade of Frederic II, 1228-1229.

Recovery of Jerusalem by diplomacy.

Hostility to Frederic.

Attempt to establish a strong state in place of weak, feudal organization.

##### D. Crusades of St. Louis, 1248-1254, 1270.

Due to his individual zest for cause. Dwell upon his character.

##### E. Loss of Acre, 1291. Causes.

This may be taken as a terminal point, but attention should be called (1) to crusades against heretics in West, especially the Albigensians, and against political opponents of the papacy, especially Frederic II; and (2) to the persistence of the crusading enthusiasm among individuals, e.g., Bruce, Columbus, Tasso.

#### CONCLUSION: RESULTS OF THE CRUSADES.

##### A. Increase in commerce.

Rise of new needs through acquaintance with Oriental products, e.g., spices, sugar.

Improvements in facility of transportation, especially through use of large vessels needed to transport crusaders and their equipment.

Development of money exchange instead of barter.

Note the Templars as bankers.

Growth of cities, especially Italian.

Increase in luxury, impoverishing many of the lesser nobility, who borrow from Jews, and hence much bitterness toward, and persecution of, Jews.

Shifting of wealth, and, therefore, power to merchant class.

Antagonism of latter to existing institutions, especially Church.

##### B. Broadening of the intellectual horizon.

Development of questioning attitude through contact with new objects and discovery that many of their own beliefs and ideas were wrong; e.g., their belief about cowardice and barbarism of Mohammedans.

Breaking down of faith and development of opposition to Church, especially among merchants.

Acquisition of actual new knowledge.

Wider horizon as a whole, shown by use of family names, whereas before in the restricted community one name, e.g., Gilbert, had been sufficient.

In conclusion, it may be well to suggest again the danger of over-emphasis with regard to the results of the Crusades. They undoubtedly aided and accelerated many movements which were already in progress; in the case of the two results which have been singled out, commerce was increasing and the foundations of authority were being shaken by Abelard and others; the Rhine cities were already to be reckoned with at the time of the Investiture Struggle, and promising centers of thoughts were developing at Salerno and Bologna and Paris before the time of the Crusades. One of the valuable lessons to be impressed upon the students is the fact that the ground must be prepared before the seed is sown; that a people will absorb and profit by only such pabulum as their body politic is able to digest.

For many subjects in the above outline excellent source-material is readily accessible in English. In the "Translations and Reprints from the Original Sources," Vol. I, No. 2, there are two accounts of Urban's speech at Clermont, which can be used for a comparative study. Duncalf and Krey in the new book, "Parallel Source Problems in Mediæval History," furnish excellent material for a comparative study on the Capture of Jerusalem in 1099. Archer in "The Crusade of Richard I," gives many passages from the sources, French, English, German, and Arabic, which offer fascinating matter for illustrating the character and feelings of the participants in the Third Crusade. Vol. III, No. 1 of the "Translations and Reprints" gives sufficient material for the Fourth Crusade. Vol. I, No. 4, of the same series, contains letters written by the participants; the events of the crusade of Frederic II are recounted both by him and by the patriarch who was opposed to him. Joinville's "Life of St. Louis" and Villehardouin's "Chronicle of the Fourth Crusade" can be found in "Everyman's Library." The account given by the former of the origin of the spices should be noted. Robinson's "Readings in European History" has some excellent material.

The sources which are readily accessible, and only a part have been mentioned, are ample both for careful topical study and for arousing interest in all portions of the subject. For the latter purpose the teacher can also use the chapters in Archer and Kingsford "Crusades" in the "Story of the Nations" series, especially Chapter 23 on "Arms, Armor and Armament," and Chapter 19 on the "Life of the People." In the last chapter the pupils should be instructed to seek out all the sources and results of the contact between the different races. If the Crusades are to be judged correctly, this factor must be kept in the foreground.



## List of Doctoral Dissertations in History

NOW IN PROGRESS AT THE CHIEF AMERICAN UNIVERSITIES, DECEMBER, 1912.

In 1897, being then professor of history at Brown University, I began the practice of collecting, from professors of American history having charge of candidates for the doctor's degree, lists of the subjects of their dissertations. These were then circulated among the professors, in typewritten form, to avoid duplication and for other purposes. Subsequently the list was enlarged to include all subjects, and not solely the American. In 1902 the practice began of printing the lists. Now, the editor of THE HISTORY TEACHER'S MAGAZINE agrees to extend his hospitality to them, and hereafter it may be expected that they will be found annually in this publication.

One change of form has been made: The items are listed, not by universities, but in a topical arrangement resembling that which is employed in the section headed "Notes and News" in the *American Historical Review*. This arrangement brings out more strongly the somewhat numerous instances of duplication, and, now that the list has become so large, is thought likely to be in various ways more serviceable. A list of dissertations mentioned in previous lists, and known to have been printed during the past year, is appended. It should be mentioned that the items from the University of California have not arrived at the time when the following list is made up; also, that I can still supply copies of most of the preceding printed lists.

J. FRANKLIN JAMESON.

### GENERAL.

- Henry J. Ackerman, A.B. Syracuse 1901; A.M. New York 1909. A Sociological Study of the Roman-Teutonic Conception of Property. *New York*.
- S. E. Hall, A.B. Vermont 1907; A.M. Columbia 1911. The Development in Roman and in English Law of an Implied Warranty of Quality in Goods Sold. *Columbia*.
- R. R. Powell, A.B. Rochester 1911. The Development in Roman and in English Law of Remedies against Fraud. *Columbia*.
- C. L. F. Huth, A.B. Wisconsin 1904, A.M. 1905. The Right of Asylum. *Columbia*.
- C. W. Coulter, A.B. Toronto 1908, B.D. 1910; A.M. Yale 1910. The History of Hebrew Institutions for Mutual Aid. *Yale*.
- F. R. Macaulay, A.B. Colorado 1909, A.M. 1910, LL.B. 1911. The Relation of Credit to Economic Crises. *Columbia*.
- A. R. Morgan, A.B. California 1909; A.M. Chicago 1912. The History of Ecclesiastical Legislation Concerning Divorce, especially in Modern Times. *Chicago*.
- Lorian P. Jefferson, Litt.B. Lawrence 1893; A.M. Wisconsin 1907. History of the Movement for Shorter Hours. *Wisconsin*.
- J. E. Kirshman, Ph.B. Central Wesleyan 1904; Ph.M. Syracuse 1908. The Modern Doctrine of Protection, 1880-1890. *Wisconsin*.
- W. H. Kieckhefer, A.B. Northwestern 1904. Class Conflict: Factors of Aggravation and of Mitigation. *Wisconsin*.
- E. P. Smith, A.B. Goucher 1904; A.M. Columbia 1909. History of the Opposition to the Theory of Evolution. *Columbia*.

### ANCIENT HISTORY.

- A. S. Anspacher, A.B. Cincinnati 1900. Tiglath-Pileser II. *Columbia*.
- S. G. Dunseath, A.B. Ursinus 1910; A.M. Columbia 1911. An Economic Interpretation of Hebrew History from the Egyptian Bondage to the Fall of Jerusalem in 70 A.D. *Columbia*.
- S. R. Cohen, A.B. Cincinnati 1898; A.M. New York 1911. The Hebraic Conception of God as a Factor in Social Efficiency. *New York*.
- George Dahl, A.B. Yale 1908, A.M. 1909. The History of the City of Dor, Syria. *Yale*.
- W. B. Fleming, A.B. Muskingum 1894, A.M. 1897; B.D. Drew Theological Seminary 1897. History of the City of Tyre. *Columbia*.
- W. R. Camp, A.B. Leland Stanford 1909. Causes of the Overthrow of the Pre-Homeric Civilization. *Leland Stanford*.
- Oric Bates, A.B. Harvard 1905. The History of Cyrene. *Harvard*.
- C. W. Blegen, A.B. Minnesota 1907; A.B. Yale 1908. Studies in the History of Ancient Corinth. *Yale*.
- R. V. Cram, A.B. Harvard 1907, A.M. 1908. Studies in the History of Attic Demes. *Harvard*.
- E. C. Hunsden, A.B. Columbia 1908. History of the Delphic Amphictyony. *Columbia*.
- Herbert Wing, A.B. Harvard 1910; A.M. Wisconsin 1911. Economic Studies in Athenian Financial Inscriptions in the Fifth Century. *Wisconsin*.
- A. B. West, A.B. Milton 1907; A.M. Wisconsin 1910, Ph.D. 1912. History of the Chalcidic League. *Wisconsin*.
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- W. M. Feigenbaum, A.B. Columbia 1907, A.M. 1908. *Ratification of the Federal Constitution in New York. Columbia.*
- M. B. Foster, A.B. Carson and Newman 1910, A.M. 1911. *A History of Banking in the State of New York. Cornell.*
- E. P. Kilroe, A.B. Columbia 1904, A.M. 1905, LL.B. 1906. *The Origin and Development of the Society of Tammany in the City of New York. Columbia.*
- H. A. Stebbins, Ph.B. Syracuse 1906, Ph.M. 1907. *Party Politics in New York State after 1865. Columbia.*
- J. S. Davis, A.B. Harvard 1908. *The History of the Business Corporation Laws of New Jersey. Harvard.*
- Mary Alice Hanna, A.B. Missouri 1909, B.S. 1911. *Trade and Transportation in Pennsylvania, 1763-1787. Bryn Mawr.*
- H. W. Kochenderfer, A.B. Ursinus 1901, A.M. Pennsylvania 1911. *Pennsylvania during the Civil War. Pennsylvania.*
- R. R. Ammarell, A.B. Muhlenberg 1911; A.M. Columbia 1912. *The Politics of Pennsylvania during the Civil War and Reconstruction. Columbia.*
- C. E. Asnis, A.B. Pennsylvania 1904, LL.B. 1907. *Scope and Purpose of the Amendments to the State Constitution of Pennsylvania, with special Reference to the Present Need for Constitutional Revision. Pennsylvania.*



- W. V. Johnson, A.B. Johns Hopkins 1909. Slavery in Delaware. *Johns Hopkins*.  
 J. R. Todd, A.B. Dickinson 1887, A.M. 1890. The Era of Civil War and Reconstruction in Delaware. *Columbia*.

## SOUTHERN COLONIES AND STATES.

- Margaret S. Morriss, A.B. Woman's College of Baltimore 1904. Maryland under the Royal Government, 1689-1715. *Bryn Mawr*.  
 C. P. Gould, A.B. Johns Hopkins 1907. Maryland, 1720-1750. *Johns Hopkins*.  
 L. F. Trevvett, A.B. Richmond (Va.) 1909. Loyalty in Maryland. *Johns Hopkins*.  
 P. S. Flippin, A.B. Richmond (Va.) 1906. Royal Government in Virginia, 1624-1776. *Johns Hopkins*.  
 G. F. Wells, B.S. Columbia 1907, A.M. 1908. Educational Conditions in Colonial Virginia, as shown through the Parish Records. *Columbia*.  
 E. J. Woodhouse, A.B. Randolph-Macon 1903; L.L.B. Virginia 1907. The Development of the Judicial System in Virginia before 1860. *Chicago*.  
 D. S. Freeman, A.B. Richmond (Va.) 1904. Secession in Virginia. *Johns Hopkins*.  
 J. C. McGregor, B.S. Washington and Jefferson 1905, A.M. 1908. The Separation of West Virginia from Virginia. *Pennsylvania*.  
 E. W. Knight, A.B. Trinity (N. C.) 1909, A.M. 1911. The Influence of the Reconstruction Period in Education in North Carolina, South Carolina, and Virginia. *Columbia*.  
 W. W. Carson, A.B. Wofford 1907; A.M. Trinity 1908. Social and Economic Reconstruction in North Carolina. *Wisconsin*.  
 W. S. Boyce, A.B. Wake Forest 1903; A.M. Chicago 1907. The Social and Economic History of Eastern North Carolina since 1890. *Columbia*.  
 A. A. Hirsch, A.B. Cornell 1901; B.D. Chicago 1907. The Huguenots of South Carolina. *Chicago*.  
 D. H. Bacot, Jr., A.B. Charleston 1908, A.M. 1909; A.M. Harvard 1910. The South Carolina Land System, in relation to Political and Social Institutions. *Harvard*.  
 W. B. Smith, A.B. Chicago 1902. White Servitude in South Carolina. *Chicago*.  
 F. G. Holmes, A.B. Johns Hopkins 1908. History of Slavery in South Carolina. *Johns Hopkins*.  
 C. S. Boucher, A.B. Michigan 1909, A.M. 1910. South Carolina Politics from 1834 to 1851. *Michigan*.  
 H. M. Henry, A.B. Vanderbilt. Control of the Negro in South Carolina. *Vanderbilt*.  
 J. R. McCain, A.B. Erskine 1900, A.M. 1906; L.L.B. Mercer 1907; A.M. Chicago 1911. Georgia as a Proprietary Province. *Columbia*.  
 R. P. Brooks, A.B. Georgia 1904; B.A. Oxford 1907; Ph.D. Wisconsin 1912. History of Land Tenure in Georgia, 1865-1910. *Wisconsin*.  
 D. T. Herndon, B.S. Alabama Polytechnic Institute 1902, M.S. 1903. The Secession Movement in Georgia in 1850. *Chicago*.  
 C. Mildred Thompson, A.B. Vassar 1903; A.M. Columbia 1907. The Social and Economic Reconstruction of Georgia. *Columbia*.  
 T. H. Jack, A.B. Alabama 1902, A.M. 1903. The Opposition to Secession in Alabama. *Harvard*.  
 Cleo Hearon, Ph.B. Chicago 1903, Ph.M. 1909. The Secession Movement in Mississippi. *Chicago*.  
 N. M. M. Surrey, B.S. Chicago 1903; A.M. Wisconsin 1909. History of Commerce and Industry in Louisiana during the French Régime. *Columbia*.  
 E. P. Puckett, A.B. Howard (Ala.) 1903; A.M. Tulane 1907. The Free Negro in Louisiana. *Harvard*.  
 Reuben McKittrick, A.B. Oklahoma 1907. Legislative Disposition of Public Land in Texas. *Wisconsin*.

## WESTERN STATES.

- H. H. Bass, Litt.B. Wisconsin 1902, Litt.M. 1903. The Woollen Industry in the Mississippi Valley prior to the Introduction of the Factory System. *Harvard*.  
 Isaac Lippincott, A.B. Harvard 1902; A.M. Washington University 1907. The Industrial History of the Ohio Valley before 1860. *Chicago*.  
 W. C. Spielman, A.B. Cincinnati 1905, A.M. 1907. The Negro in Ohio, 1802-1861. *Johns Hopkins*.  
 C. C. Huntington, B.S. Antioch 1896; Ph.B. Ohio State 1902, A.M. 1903. A History of Banking and Currency in Ohio prior to the Civil War. *Cornell*.  
 E. F. Colburn, Miami 1907; A.M. Cincinnati 1908. The Republican Party in Ohio, 1854-1865. *Chicago*.  
 H. J. Webster, B.S. Haverford 1896, A.M. 1897; Ph.M. Chicago 1902. The Organization and Development of the Indiana Territory. *Yale*.  
 W. F. Mitchell, A.B. Indiana State Normal School College 1912. The Development of Indiana, 1816-1861. *Wisconsin*.  
 F. B. Carver, A.B. Nebraska 1909. History and Critical Examination of the Taxation System of Illinois. *Chicago*.  
 W. C. McNaul, A.B. Bucknell 1893; B.D. Chicago 1893. Early History of the Home Missionary Movement in Illinois. *Chicago*.  
 C. M. Thompson, A.B. Illinois 1909, A.M. 1910. The History of the Whig Party in Illinois. *Harvard*.  
 J. P. Senning, A.B. Iowa 1908. Sectionalism in Illinois, 1850-1870. *Illinois*.  
 J. R. Robertson, A.B. Beloit 1904. The Republican Party in Illinois, 1854-1872. *Chicago*.  
 R. E. Heilman, Ph.B. Morningside 1906; A.M. Northwestern 1907. The History of the Street Railroad Situation in Chicago. *Harvard*.  
 Amanda Johnson, A.B. Minnesota 1906, A.M. 1907. A History of the Fur Trade in Michigan. *Michigan*.  
 G. N. Fuller, A.B. Michigan 1905; A.M. Harvard 1908. The Peopling of Michigan. *Michigan*.  
 L. G. Cooper, A.B. Michigan 1904. The Political Campaigns of the Civil War in Michigan. *Michigan*.

- H. C. Nordlie, A.B. Luther 1906; A.M. Wisconsin 1908. History of Elections in Minnesota, 1873-1896. *Wisconsin.*
- H. A. Trexler, Ph.B. Bellevue College 1906. Slavery in the Territory and State of Missouri. *Johns Hopkins.*
- R. V. Shores, A.B. Central College 1910. Settlement of Missouri by Americans. *Wisconsin.*
- J. L. Kingsbury, A.B. Dartmouth 1905. The Formation of Colorado Territory. *Chicago.*
- L. E. Young, B.S. Utah 1895. The Social and Economic History of Utah under the Leadership of Brigham Young. *Columbia.*
- Yamato Ichihashi, A.B. Leland Stanford 1907, A.M. 1908. History of Japanese Immigration into the State of California. *Harvard.*
- L. B. Shippee, A.B. Brown 1903, A.M. 1904. The Early Constitutional History of Oregon. *Brown.*
- O. G. Jones, B.S. Ohio Wesleyan 1912. The Development of Self-Government in the Philippine Islands since the American Occupation. *Wisconsin.*

## AMERICA OUTSIDE THE UNITED STATES.

- S. M. Eastman, A.B. Toronto 1907. Canada in the Seventeenth Century. *Columbia.*
- J. T. MacKay, A.B. Toronto 1911. The Loyalists in Canada. *Johns Hopkins.*
- J. S. Custer, A.B. William Jewell 1907; B.A. Oxford 1910. The Canadian Constitutional Act of 1791. *Wisconsin.*
- S. R. Weaver, A.B. McMaster 1910. History of the Taxation System of Canada. *Chicago.*
- W. J. A. Donald, A.B. McMaster 1910. History of the Iron and Steel Industry in Canada. *Chicago.*
- F. L. Burnet, A.B. Queen's University 1911. The Development of the Canadian Transportation System. *Chicago.*
- R. R. Hill, A.B. Eureka 1900. The Office of Viceroy in Colonial Spanish America. *Columbia.*
- J. M. Atwood, A.B. Wisconsin 1910. International Relations of the Central American States. *Wisconsin.*
- Mary Williams, A.B. Leland Stanford 1907, A.M. 1908. The Relations of England and America in Central America since 1815. *Leland Stanford.*
- W. C. Westergaard, A.B. North Dakota 1906; M.L. California 1910. The Danish West Indies. *Cornell.*
- T. L. Stoddard, A.M. Harvard 1905; J.B. Boston University 1909; A.M. Harvard 1910. Toussaint Louverture. *Harvard.*
- W. E. Dunn, A.B. Texas 1909; A.M. Leland Stanford 1910. The Office of President in the Spanish-American Republics. *Columbia.*
- W. T. Morrey, A.B. Ohio State 1888; A.M. New York 1893. Bolivar and the Spanish-American Revolution. *Columbia.*

## DISSERTATIONS PRINTED SINCE DECEMBER, 1911.

- Louise F. Brown, The Political Activities of Baptists and Fifth-Monarchy Men in England during the Interregnum. (Washington, American Historical Association, 1912.)
- Neva R. Deardorff, English Trade in the Baltic Sea during the Reign of Queen Elizabeth. (New York, D. Appleton & Co., 1912.)
- H. F. Dilla, Politics in Michigan during the Civil War and Reconstruction. (New York, Longmans, 1912.)
- A. J. Gerson, The Organization and Early History of the Muscovy Company. (New York, D. Appleton & Co., 1912.)
- W. P. Hall, British Radicalism, 1791-1797. (New York, Longmans, 1912.)
- E. F. Humphrey, Politics and Religion in the Days of Augustine. (New York, 1912.)
- Hester D. Jenkins, Ibrahim Pasha, Grand Vizier of Suleiman the Magnificent. (New York, Longmans, 1911.)
- L. Levine, The Labor Movement in France. (New York, Longmans, 1912.)
- F. B. Marsh, English Rule in Gascony, 1199-1259, with special reference to the Towns. (Ann Arbor, George Wahr, 1912.)
- F. W. Quillin, The Color Line in Ohio, a Typical Northern State. (Ann Arbor, George Wahr, 1912.)
- P. F. Reiff, Friedrich Gentz: an Opponent of the French Revolution and of Napoleon. (Urbana, Ill., University of Illinois, 1912.)
- C. L. Robbins, Teachers in Germany in the Sixteenth Century. (New York, Teachers' College, 1912.)
- Nancy E. Scott, The Limits of Toleration within the Church of England from 1632 to 1642. (Philadelphia, 1912.)
- W. J. Trimble, The Mining Advance into the Inland Empire. (University of Wisconsin Bulletin; in press.)
- E. V. C. Vaughn, English Trading Expeditions into Asia under the Authority of the Muscovy Company. (New York, D. Appleton & Co., 1912.)

## IOWA APPLIED HISTORY SERIES.

"Applied History," by B. F. Shambaugh, is the first of a series to be issued by the Iowa State Historical Society. Other titles in the series are "Road Legislation in Iowa," by John E. Brindley; "Regulation of Urban Utilities in Iowa," by E. H. Downey; "Primary Elections in Iowa," by F. E. Horack; "Corrupt Practices Legislation in Iowa," by H. J. Peterson; "Work Accident Indemnity," by E. H. Downey; "Taxation in Iowa," by John E. Brindley.

The purpose of the series is "to supply citizens, law-makers, and public officials with . . . reliable and complete information concerning the public questions which now confront us and which we are called upon to solve as best we can." Applied History is "simply the use of the creative power of scientific knowledge in politics and administration."

"State institutions . . . should be dominated by a zeal for a public service: so the State Historical Society of Iowa aims to make a direct contribution to the public welfare by linking the public with the results of scientific research in the field of social and political science."



## American Historical Association Meetings

The twenty-eighth annual meeting of the American Historical Association was held in Boston and Cambridge, December 27-31, 1912. The meeting, despite the inclement weather on two days, was more largely attended than any since the New York meeting of 1909. About four hundred and fifty members of the Association were registered as in attendance. Seven other associations were meeting at the same time in Boston or Cambridge, among which were the New England History Teachers' Association and the Mississippi Valley Historical Association.

### Presidential Address.

"History as Literature" was the title of the address delivered on Friday evening, December 27th, by Theodore Roosevelt, president of the American Historical Association. Starting with the statement that literature is that which possesses permanent value because both of its substance and its form, Colonel Roosevelt proceeded to point out the qualities of a successful literary historian. He must possess imagination. "The imaginative power demanded for a great historian is different from that demanded for a great poet, but it is no less marked." Further, "It is a shallow criticism to assert that imagination tends to inaccuracy. Only a distorted imagination tends to inaccuracy. Vast and fundamental truths can be discerned and interpreted only by one whose imagination is as lofty as the soul of a Hebrew prophet. When we say that the great historian must be a man of imagination, we use the word as we use it when we say that the great statesman must be a man of imagination."

The great historian of the future with access to the vast storehouses of knowledge which have been patiently gathered by thousands of investigators, "cannot do as good work as the best of the elder historians unless he has vigor and imagination, the power to grasp what is essential and to reject the infinitely more numerous non-essentials; the power to embody ghosts, to put flesh and blood on dry bones, to make dead men living before our eyes. In short, he must have the power to take the science of history and turn it into literature."

"The great historian must be able to paint for us the life of the plain people, the ordinary men and women, of the time of which he writes. He can do this only if he possesses the highest kind of imagination. Collections of figures no more give us a picture of the past than the reading of a tariff report on hides or woollens gives us an idea of the actual lives of the men and women who live on ranches or work in factories. The great historians will in as full measure as possible present to us the everyday life of the men and women of the age which he describes."

"Nothing that tells of this life will come amiss to him. The instruments of their labor and the weapons of their warfare, the wills that they wrote, the bargains that they made, and the songs that they sang when they feasted and made love; he must use them all. He must tell us of the toil of the ordinary men in ordinary times, and of the play by which that ordinary toil was broken. He must never forget that no event stands out entirely isolated. He must trace from its obscure and humble beginnings each of the movements that in its hour of triumph have shaken the world."

"The true historian will bring the past before our eyes as if it were the present. He will make us see as living men the hardfaced archers of Agincourt, and the warworn spearmen who followed Alexander down beyond the rim of the known world. We shall hear grate on the coast of Britain the keels of the Low-Dutch sea-thieves whose children's children were to inherit unknown continents. We shall thrill to the triumphs of Hannibal. Gorgeous in our sight will rise the splendor of dead cities, and the might of the elder empires of which the very ruins crumbled to dust ages ago. Along ancient trade routes, across the world's waste places, the caravans shall move, and the

admirals of uncharted seas shall furrow the oceans with their lonely prow."

The historian must thus possess imagination and vigor, he must have full knowledge of the facts of history and powers of adequate literary expression; he must be a moralist, and see the meaning and spirit of the past.

### Conferences.

Again, as in previous years, some of the most valuable papers and discussions were found in the departmental conferences, of which the program committee had arranged a larger number than ever before. The list of subjects and of the principal speakers was given in THE HISTORY TEACHER'S MAGAZINE for December. On Saturday there were seven conferences devoted respectively to Ancient History, Historical Bibliography, Military History, Mediaeval History, and to the problems of Archivists, Teachers of History, and of Historical Societies. The conferences on Ancient History and on Mediaeval History, discussed the possible subjects for investigation in their respective fields.

### Methods of Reviewing.

The conference on Historical Bibliography, following a paper by Professor Carl Becker, of the University of Kansas, developed into an interesting discussion of the best methods of reviewing historical books. Prof. Becker urged that a sharp distinction be made between the short bibliographical notice designed to give information as to the general contents of a book, and the extended critical discussion of the success or lack of success with which the author had handled his problem. He held that a reviewer should especially take note of the new points of view in the work reviewed; and that the reviewer should possess breadth of view, originality, sound judgment, constructive power, and that above all he should be free from the desire to test a book by its agreement or non-agreement with his own personal point of view or historical method.

In the succeeding discussion Dr. J. F. Jameson adverted to the many editorial difficulties encountered in obtaining satisfactory reviews, and the practical difficulty in American publications of separating the two classes of reviews mentioned by Prof. Becker. American books reviews were much less valuable than those written and published in foreign countries; they were too amiable, and usually being signed by the reviewer, personal acquaintances interfered with strong criticism. Dr. W. D. Johnston, of Columbia University and other speakers urged the necessity of obtaining immediate information concerning new books, even if it was not in the form of extended reviews. The general conclusion was that there were two functions of reviewing; first, to give news, and second, to pronounce judgment. There should be much more of the first form, and it should aim to cover more completely and promptly the whole historical field.

### Military History.

A conference upon the military history of the United States was held under the auspices of the Military Historical Society of Massachusetts. Colonel Roosevelt expressed the view that the best way to maintain peace was by keeping the national army and navy in such a state of preparation that there would be no temptation on the part of someone else to go to war with us. He urged the limitation of arbitration, and is quoted as saying, "If you teach a soldier that he can arbitrate a slap in the face, he won't fight, and if you teach a nation to arbitrate a matter of vital interest, it won't fight." When an agreement to arbitrate has been adopted, however, it should be lived up to in all respects.

### Conference of History Teachers.

Over one hundred and fifty teachers of history were present at the conference held by the American Historical Association in connection with the annual meeting of



the New England History Teachers' Association. The subject of the conference was the Report on Equipment for the Study and Teaching of History in Schools and Colleges, presented by Prof. John O. Sumner, of the Massachusetts Institute of Technology, chairman of a special committee of the New England History Teachers' Association. The report was based upon replies received from 150 schools representing 50,000 pupils. In these schools 11,100 pupils are this year studying Ancient history, 4,900 English history, 4,880 American history, 2,078 Medieval and Modern history. The old course in General history is reported by only 2 schools out of 150. The average size of school libraries in history is 200 volumes, not counting duplicates.

Eleven schools had no maps at all, and in general there is a lack of maps on physical geography. Few schools have many maps constructed by the teachers or pupils, although there is a general use of desk outline maps. Forty-six schools have a lantern of some kind, 18 have reflectoscopes.

Positive suggestions were given by Prof. Sumner for the material equipment of the history department. He advised that rooms be set aside for the use of history classes, and the study of history, just as laboratories are set aside for classes in chemistry. In the history room there should be models, diagrams, maps and pictures,—not so much pictures permanently displayed, as those that would be displayed when the subject which they illustrated was under observation. He advocated a much more extensive use of the lantern and reflectoscope to illustrate the oral presentation of the lesson: "The simultaneous impression received through the ear and the eye by means of a lecture illustrated by lantern slides, is a time-saving and an efficient device." The committee "was unanimous in the opinion that every school should have a library of historical books and a place where these books could be read—in other words, an historical laboratory." The report was discussed by Prof. Henry Johnson, Teachers College, Columbia University, Dr. D. C. Knowlton, Central High School, Newark, N. J., Mr. Arthur P. Butler, Morristown School; Prof. Lucy M. Salmon, Vassar College; Dr. E. F. Henderson, Prof. S. B. Harding, and others.

#### History and Genealogy.

At the ninth annual conference of historical societies, the principal subject for discussion was the relation of genealogy to history. Mr. Dunbar Rowland, of the Mississippi Department of Archives and History, read a report upon the co-operation of historical societies, in which he pointed out the ways in which the societies might help one another in their work; Mr. Worthington C. Ford gave a sketch of the history, aims, and scope of the activities of the Massachusetts Historical Society. Mr. Charles K. Bolton, of the Boston Athenæum, spoke upon the value of genealogy to the historian, and the necessity for the study of individual lives in addition to the study of the progress of nations, of races, or of armies. Mr. H. W. Van Loon, of Washington, D. C., showed the practical value of genealogical records in international property litigations and other cases.

#### The Government of Men.

Saturday evening was given over to the presidential addresses of Prof. Frank A. Fetter, of the American Economic Association, and of Prof. Albert Bushnell Hart, of the American Political Science Association. Prof. Fetter's topic, "Population or Prosperity," was a study of immigration in relation to the natural resources of the country, in which the question was raised whether it was better that the country should be thickly populated and overcrowded with people forced to a low standard of living or limited to a sparse but more prosperous population. Prof. Hart, in his address upon "The Government of Men," pointed out the futility of trying to make fixed and inflexible laws for men whose ideas and whole method of living might be different, owing to new circumstances, from those of the persons who framed such laws. Government, in the last analysis, was and is a government of men.

"The attempt to leave the human will and human error out of the account has brought about a mass of statutes which do not agree with each other, and do not make a consistent whole. It is time for a government of men! . . . What we most need in American public life is men who attach to themselves the affection of the people; and with that support vitalize American government."

#### Fields for Investigation.

Two conferences held on Monday morning were concerned with the possible fields for investigation in American History and in Modern European History. The discussion on American History was directed upon the period 1815-1860, and was introduced by a suggestive paper by Prof. William E. Dodd, of the University of Chicago. The principal paper and the resulting discussion called attention to the many unworked fields in the history of this period, including topics of western and southern history, phases of the slavery question, commercialism and politics, the political history of individual states such as Pennsylvania or Missouri, new studies of prominent characters, such as Benton, Stephen Girard, etc., political activities, such as the organization of party campaigns, the spoils system, the popular election of judges, and railway lobbies.

The Modern History conference was concerned with the history of modern commerce, the principal paper being by Prof. Edwin F. Gay, of Harvard University. The following topics for investigation were suggested either in Prof. Gray's paper or in the general discussion which ensued: The rise of interest in foreign commerce and its connection with the emergence of nationalities; expansion of English trade into the Mediterranean and the Baltic; the Dutch river trade and their fisheries; French commerce and industry in the 18th century; the reason for the beginning of the Industrial Revolution in England rather than on the Continent; the growth of European facilities for transportation; the history of private banking, and of industrial corporations; British trade in India; commercial history of the period 1803-1813; Spanish, English and French Colonial commerce; the customs documents of England; and South American consulates.

#### Mississippi Valley Historical Association.

"New England and the West" was the general topic of the meeting of the Mississippi Valley Historical Association on Monday, Dr. Reuben Gold Thwaites, presiding. Prof. A. B. Hulbert, of Marietta College, gave an account of the settlement undertaken at Marietta, Ohio, by the Sciota Company in 1788, the first New England settlement in Ohio. Prof. Solon J. Buck, of the University of Illinois, made a careful analysis and estimate of the New England element in Illinois politics before 1833. Prof. Karl F. Geiser, of Oberlin College, showed the early contributions of New England in the "Western Reserve," and the transformation of the New England Puritan into the western puritan. Mrs. Lois Kimball Mathews, of the University of Wisconsin, showed how the political, social, and religious compact, exemplified in the Mayflower compact and other New England town agreements, was carried by New Englanders into the far west and became the basis of new local organizations.

#### Joint Session.

A joint session with the American Political Science Association was held on Monday. President Harry A. Garfield, of Williams College, in a paper entitled "Good Government and the Suffrage," pointed out the futility of resisting the demands for a more extended suffrage on the one hand, and the absence of any real danger from that source on the other hand. Other papers presented at this meeting were: "The Relation between the Legislative and Executive Branches of the Canadian Government," by Mr. Adam Shortt; "The Enforcement of the Alien and Sedition Laws" by Prof. Frank M. Anderson, of the University of Minnesota; and "The Point of View of British Travellers in America, 1810-1860," by Prof. E. D. Adams, of Leland Stanford, Jr. University.

## General Meetings.

One general meeting was devoted to subjects of European History, at which the most general paper was one by Prof. George L. Burr, of Cornell University, in which he indicated certain new points of view with reference to the Middle Ages, commenting upon the share of the Catholic Church in the history of religious toleration, the identity of church and state in the Middle Ages, and the limits of the mediaeval period. Other papers read at this session were: "Antecedents of the *Quattrocento*," by Mr. Henry Osborn Taylor; "The Court of Star Chamber," by Prof. E. P. Cheyney, of the University of Pennsylvania; "Crispi: A Legend in the Making," by Mr. William A. Thayer; and "Sumptuary Laws in the Eighteenth Century," by Prof. J. M. Vincent, of Johns Hopkins University.

At another general meeting, devoted to American History, the most striking paper was one delivered by Dr. Charles Francis Adams upon "The Tragedy of August 13, 1812." In this Mr. Adams undertook to name the year, month, day, and hour, at which the United States stepped forth as a world power, i. e. thirty minutes after six o'clock of the afternoon of Wednesday, the 13th of August, 1812—the moment when the victory of the *Constitution* over the *Guerriere* was complete. Prof. C. H. Van Tyne, of the University of Michigan, in a paper upon the "Religious Forces in the American Revolution," dwelt upon the large numbers of Loyalists among the Episcopalians, and showed how the religious jealousies of the colonial dissenters were a contributing cause of the war. Mr. Clarence W. Bowen pointed out some new features with reference to the charter of the colony of Connecticut, showing the influence of Massachusetts in securing the charter, and the colonial enemies which Connecticut was compelled to confront. Mr. Henry P. Biggar gave some observations upon the purposes of Columbus in sailing westward, and the later attempts to create documents showing that he had much broader motives.

## Business Meeting.

Secretary Leland stated in his preliminary remarks that out of a total registration of 900 at the combined conventions, the Historical Association was credited with 460.

Dr. Haskins, secretary of the Council, stated that owing to an excess of expenditures over income during the past year, a budget had been determined on, assigning a definite expenditure to each of the activities of the Association. The nominating committee for 1913 was appointed at this meeting, thus giving a full year to the consideration of names to be recommended for office in the Association. It was determined to hold the next meeting at Columbia and Charleston, S. C., the meeting in 1914 at Chicago, and a special meeting in July, 1915 at San Francisco in connection with the Panama Pacific Exposition of that year. A resolution was passed requesting the Congress of the United States to make suitable provision for the forthcoming meeting of the Pan American Congress.

Dr. E. D. Adams, of The Pacific Coast Branch reported a successful meeting at Berkeley, Cal., this year. The next meeting of that branch is to be held at Los Angeles, at the Thanksgiving recess in 1913.

The Historical Manuscripts Commission reported the preparation of a volume on the correspondence of Southern senators, including that of Stephens, Toombs, and Cobb. The commission also announced that they had received from the trustees of the Adams Papers permission to publish the private correspondence between Adams and William V. Merrill, U. S. Minister to Holland, 1797-1801.

The Public Archives Commission reported that the Reports on Louisiana and Montana would be ready for the Annual Report to be published in 1912 and possibly that for California also. This about completes the work that the commission was first organized to perform. It is further the intention of the commission to issue a sort of primer for the use of archivists to be later followed by a more complete book. The commission is also endeavoring to secure information concerning government archives stored outside the District of Columbia. So far as returns have been received, the condition of these is much worse than

the condition of those kept at Washington and still more strongly shows the need for a national depository.

The Committee on Publication reports that the prize essays for 1910 and 1911 are about ready for distribution. A reprint of Dr. Muzzey's essay, in the present form of the series has also been determined upon. The committee urged a wider purchase of these essays by members of the Association. A capital of one thousand dollars as a prize essay fund has been placed at the disposal of the committee by the Council, with the expectation that the publication of these essays would in the future be a self-supporting proposition. On account of the deficit the publication of the hand-book of the Association has been postponed for this year, at least.

Dr. Johnson of the Advisory Committee on the HISTORY TEACHER'S MAGAZINE reported that that committee and the one on the *Review*, had agreed upon a delimitation of their respective fields—that of the MAGAZINE to be teaching, and that of the *Review*, scholarship. Some duplication cannot be altogether avoided, nor is it perhaps desirable to avoid it. A general policy for the MAGAZINE will be announced in February. All reviewing of text-books is to be done in the MAGAZINE.

The Committee on Bibliography of Modern English History, reported that the material for the first two volumes is largely ready and will probably be in press next summer. The first volume will cover general works, and is under the general direction of Dr. Prothero. The second volume covering the 16th and 17th centuries and the third covering the 18th and 19th centuries are in the hands of a committee composed of eight American and twelve English scholars. The books will be published in England by John Murray, but the American publisher is yet to be selected.

The editor of Reprints of Original Narratives of Early American History, reported that Narratives of the French and Indian Wars would be issued next fall, followed by Narratives of Witchcraft, Narratives of the Revolution of 1688 in the Colonies and Narratives of the earliest Northwest.

Dr. Munro stated that the report of the Committee on the Preparation of Teachers of History in Schools would be shortly reprinted elsewhere.\*

The committee on the Justin Winsor Prize, reported that six manuscripts were considered and that the committee had awarded the prize to Dr. A. C. Cole, for his essay on "The Whig Party in the South." Some minor amendments to the rules governing the prize were offered and were adopted by the Association.

## Committee on Nominations Reported.

President, William A. Dunning; First Vice-President, Andrew C. McLaughlin; Second Vice-President, H. Morse Stephens; Secretary, Waldo G. Leland; Treasurer, Clarence W. Bowen; Secretary of Council, C. H. Haskins; Curator, A. Howard Clark; elected members of the Council, Fred Morrow Fling, James A. Woodburn, Herman V. Ames, Dana C. Munro, Archibald Coolidge and John M. Vincent.

There being no further nomination the secretary was authorized to cast a ballot and the officers as nominated were declared elected.

## Committees and Commissions.

Dr. Haskins, secretary of the Council announced the appointment of the following committees:

EDITORS OF THE AMERICAN HISTORICAL REVIEW.—J. Franklin Jameson, Frederick J. Turner, Andrew C. McLaughlin, George L. Burr, James Harvey Robinson (these five to hold over). Edward P. Cheyney, elected to serve for six years from January, 1913.

HISTORICAL MANUSCRIPTS COMMISSION.—Worthington C. Ford, Ulrich B. Phillips, F. G. Young, C. W. Alvord, Julian P. Bretz, Archer B. Hulbert.

(Continued on page 30.)

\* It appears on page 22 of this number of THE HISTORY TEACHER'S MAGAZINE.



## The History Teacher's Magazine

Published monthly, except July and August,  
at 1619-1621 Ranstead Street, Philadelphia, Pa., by

MCKINLEY PUBLISHING CO.

EDITED UNDER THE SUPERVISION OF A COMMITTEE  
OF THE AMERICAN HISTORICAL ASSOCIATION,  
composed of:

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PROF. FRED M. FLING, University of Nebraska.

MISS BLANCHE HAZARD, High School of Practical Arts, Boston, Mass.

PROF. GEORGE C. SELLERY, University of Wisconsin.

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DR. JAMES SULLIVAN, Boys' High School, Brooklyn, N. Y.

ALBERT E. MCKINLEY, Ph.D., Managing Editor.

### DEPARTMENTS.

History in the Secondary School.—J. MONTGOMERY GAMBRILL, Editor; DANIEL C. KNOWLTON and ARTHUR M. WOLFSON, Assistant Editors.

History in Normal and Elementary Schools.—CARL E. PRAY, Editor.

Reports From The Historical Field.—WALTER H. CUSHING, Editor.

Periodical Literature.—MARY W. WILLIAMS.

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Recent Historical Publications.—CHARLES A. COULOMB, Editor.

**SUBSCRIPTION PRICE.** Two dollars a year; single copies, twenty cents each.

**REDUCED RATE** of one dollar a year is granted to members of the American Historical Association, and to members of local and regional associations of history teachers. Such subscriptions must be sent direct to the publishers or through the secretaries of associations (but not through subscription agencies).

**POSTAGE PREPAID** in United States and Mexico; for Canada, 20 cents additional should be added to the subscription price, and for other foreign countries in the Postal Union, 30 cents additional.

**CHANGE OF ADDRESS.** Both the old and the new address must be given when a change of address is ordered.

**ADVERTISING RATES** furnished upon application.

Statement of the Ownership, Management, etc., of "The History Teacher's Magazine," as Required by the Act of August 24, 1912.

Published monthly, except July and August.

Editor, Albert E. McKinley, Philadelphia.

Managing Editor, Albert E. McKinley, Philadelphia.

Business Manager, Charles S. McKinley, Philadelphia.

Publisher, McKinley Publishing Company, Philadelphia.

Owners, Charles S. McKinley, Philadelphia; Albert E. McKinley, Philadelphia.

Known bondholders, mortgagees, and other security holders holding one per cent. or more of total amount of bonds, mortgages and other securities, none.

(Signed) ALBERT E. MCKINLEY.

Sworn to and subscribed before me this 24th day of December, 1912.

WINFIELD S. H. KNOPF, Notary Public.

This number of THE MAGAZINE, the first of Volume IV, appears in a form slightly different from that heretofore used. The size of sheet has been reduced in order to fit THE MAGAZINE to the usual book shelves and filing systems; and the opportunity has been taken to adopt a type-font possessing greater clearness and beauty.

The subject of the preparation of high school teachers of history has been frequently mentioned in the columns of this paper. In the present number the reports of two committees of different associations are printed. Although these reports overlap one another in a few particulars; yet they are printed entire in order that our readers as well as the members of the respective societies may know exactly what the committees are doing.

The Report of the Committee of Five upon the teaching of history in secondary schools as well as that of the Committee of Eight on History in Elementary Schools outlined a course of study which could be adopted only under the supervision of a corps of trained teachers. Such teachers need to know somewhat more than the contents of a single text, they need to be prepared in something more than general pedagogy. It is to be hoped that the committees now at work will develop a stronger *esprit de corps* among history teachers, and will impress upon educational administrators the necessity for higher standards in the preparation of high school teachers of history.

It is with pleasure that the editors of THE MAGAZINE take advantage of the opportunity offered by Dr. J. F. Jameson to print in this number the list of doctoral dissertations now in course of preparation in the chief American universities. Since its inception the aim of the paper has been to present to its readers whatever would be useful in the actual work of their profession. Such a list of theses will prove interesting and valuable, not alone to professors and students in graduate schools, but also to historical scholars engaged along broader lines of work, and to that large body of secondary school teachers who have the doctorate in contemplation.

The attention of our readers is called to the International Congress of Historical Studies to be held in London, April 3-9, 1913. A large number of British learned societies have united in organizing the work of the congress. Nine sections, each concerned with a particular field of history, or with a special form of historical investigation, have been provided for. Membership in the congress is open to persons interested in the study of history, whether they attend the sessions or not. The subscription fee is one pound. The remittance may be sent to the secretary of the congress, Professor I. Gollancz, British Academy, Burlington House, West London, from whom additional information may be secured. A more detailed statement of the work of the congress will appear in the February number of THE MAGAZINE.



# History in the Secondary School

J. MONTGOMERY GAMBRILL, EDITOR.

## Practical Aims and Methods in the Teaching of Civics

BY J. MADISON GATHANY, A.M., HEAD OF THE HISTORY DEPARTMENT, HOPE STREET HIGH SCHOOL, PROVIDENCE, R. I.

With few exceptions the attitude of pupils toward the study of civics is one of revulsion or indifference. The teachers of civics are directly responsible for this. The civics course should be what the subject inherently warrants—the most fascinating, inspiring, and profitable in the whole school curriculum. If the course is rightly managed, both boys and girls will be eager to take it. The trouble is that we teachers of civics have been doing a great wrong to our boys and girls and an injustice to our subject. It is high time we stopped this sort of thing.

The teacher cannot expect to accomplish satisfactory results, that is, practical results, unless he keeps practical aims in mind, and then thinks out how he can accomplish those aims and what materials and methods he must use to accomplish his purpose.

What should be the great aim in the teaching of civics? Unquestionably, the development of intelligent citizenship. If this general aim were analyzed into its component parts, we might express it thus:

- (1) To train for intelligent and conscientious participation in civic activities.
- (2) To bring the young pupil (who is already a citizen) into intelligent relationship with the community about him.
- (3) To impart to the pupil a practical knowledge of American politics, of political party platforms, and the management of political parties.
- (4) To encourage independent thinking and independent voting.
- (5) To see all sides of a public question and weigh the pros and cons before coming to a decision.
- (6) To acquaint the pupil with the function of national, state, and city government.
- (7) To get the pupil to see what the nation, the state, the city, the town, are actually doing for them daily.
- (8) To teach pupils to be willing to contribute their share toward securing the proper sort of citizenship.

Are these aims impossible of realization? They are not. We know whereof we speak. But *how* are they to be realized? Certainly not by mere moralizing or by the reading of a text-book. The right kind of civic education will undoubtedly lead to right civic action. But this cannot be achieved unless the instruction is realistic, based on the laboratory method, and as far as possible, based on first hand acquaintance. The teacher must arouse an unquenchable enthusiasm in his pupils for the things pertaining to civic life. This in turn cannot be done unless the teacher himself is a civics enthusiast, and has gained a solid, comprehensive, and unprejudiced view of American politics. It is unquestionably true that the realization of the aims in civics teaching depends primarily upon the personality, the methods, the mental grasp of political matters, and the *physical* activity of the teacher. In the above sentence I have italicized the term *physical* because the teacher of civics usually thinks altogether too little about it. If he expects to make a real success of his course in civics the teacher *must* do

such things as the following: Visit the office of the Secretary of State, be present at sessions of both houses of the State Legislature, attend meetings of the Common Council and Board of Aldermen, talk with the city auditor, the town clerk, the Board of Selectmen, the mayor, the governor, police officials, visit the court rooms, voting booths and State institutions, talk over matters of politics and government with United States senators and representatives, write to Washington for official information and public documents, and if possible make a trip to Washington, and do many other things too numerous to mention. From all these visits, conversations, and correspondence the teacher will gather materials for his civics course.

What then are the materials necessary for a practical and successful course in civics?

At least the following:

- (1) A good civics text-book—one that is abreast the times.
- (2) State manuals—enough of these so that each pupil will have one in his possession.
- (3) City manuals (or town reports)—enough of these so that each pupil will have one.
- (4) Enough state and city ballots so that each pupil has one sample of *each* different party ballot.
- (5) A number of the formal voting instructions that are used in voting booths.
- (6) Sample copies of the U. S. Senate and House Journals and calendars, and of the state senate and house calendars and journals.
- (7) A civics bulletin board.
- (8) A sufficient number of the leading party platforms so that each pupil may have a copy of each different platform to study.

How are these materials to be used to accomplish the aims indicated? Every one of the following suggestions I have used and consequently I am not talking theory.

I always dictate in advance of the lesson carefully formulated questions on the text-book. Many pupils will miss the most important things unless the teacher takes pains to direct their attention to such things.

No course in civics is complete or practical in which the state manual, the city manual, the Auditor's report, and if one is in a town, the annual reports of the town officers, are not carefully studied. These are the things that put the pupil in practical touch with his community. But pupils in general do not know how to use these documents, which should be used as *text-books*. The teacher must direct this part of the work with much care and should dictate in advance sets of questions on the manuals and reports. Teachers who have not used the manuals and reports as texts will be surprised at the intense interest both boys and girls take in them.

One of the saddest things about our American school system to my mind, is that practically all voters reach their twenty-first birthday without, ever having had sample ballots in their hands or having received instruction as to how a ballot should be cast. This is dead

wrong and has undoubtedly led to much wickedness in American politics. Any teacher of civics ought to be ashamed of himself if he has not secured enough sample ballots of all leading parties so that each pupil has had a sample of each ballot and *actually voted*. Using this method, more can be learned in fifteen minutes about ballots and voting than could be learned in two days of continuous study in a text-book *about* ballots and voting. Considerable should be made of how ballots are invalidated and how to "split a ticket" properly. Boys and girls both feel more like real men and women after having had such an experience. One day recently a boy asked me why the electoral colleges did not get muddled since there were so many of them and so many candidates to vote for. I at once converted the class into an Electoral College. Inside of five minutes every member saw *why*. And as it chanced, the class also saw what must be done in case the regular election fails, as no one of the presidential candidates that day received a majority vote. We also every year originate bills and put them through the legislature. This consumes much less time than most teachers imagine.

The following experiment will also be found decidedly profitable and interesting to both boys and girls. Let the teacher secure three good sized pieces of rather stiff card board. At the top of one of these write "National Elections—Successful Candidates. The President's Cabinet." Ask the class to cut out from the daily papers the pictures of these men, and perhaps a short biographical sketch of each, which frequently accompanies such cuts. There will be eleven of these pictures and sketches for the first card board. At the top of the second write "State Elections—Successful Candidates," and at the top of the third write "Local (City or Town) Elections—Successful Candidates," and then finish as under the first. It does not take long to see several good things accomplished by this experiment.

In my classes much stress is laid upon what I term "Thought Questions." These are so formulated that the answers cannot be found directly in the text or materials used, but are based upon the principles found in the text, the extra materials, and class discussions. The "thought questions" hold the same relation to civics as "original problems" hold to mathematics. These have particular value in developing the reasoning powers and in broadening the view-point of the pupils. Examples of such questions are:

- a. "Do you think every voter ought to join some political party and support its candidates and policies?"
- b. "Discuss the educational and political value of independent voting."
- c. "Do you think presidential candidates should make campaign tours and deliver campaign speeches?"
- d. "Should big businesses be dissolved or regulated by the Federal Government?"

Every civics teacher should make liberal use of a Civics Bulletin Board and Clippings. Every year I appoint a "Civics Committee" from each division taking civics. These committees are composed of three boys and three girls. They are asked to watch the daily newspapers and magazines rather closely and bring to the class clippings that have to do with matters of government and politics. These are assorted and the more timely and significant ones are discussed in class, and they, with others, are posted on the Bulletin Board. All the class is urged to help out in this matter. No teacher can appreciate the educational value of this kind of work until he tries it. It puts "ginger" and enthusiasm into the class, keeps the pupils in touch with current events, provokes discussions and questions which might otherwise never be thought of,

shows the class very quickly that any one newspaper or magazine is not a trustworthy guide in political matters, and in addition it tends to establish an important habit so woefully lacking on the part of our young people, namely, the reading habit. By all means try this experiment with your class.

Certainly the most interesting and seemingly the most far-reaching feature of our course is our study of the leading party platforms. I would recommend that no school leave this undone. I took the time to make out a careful synopsis of each platform, numbering the statements which correspond to the individual planks. These synopses without any party designations, were given to the pupils, each pupil having a synopsis of the separate platforms. The next step was to have the classes compare these for about ten or fifteen minutes, and then I asked that each check the synopsis which he believed would mean the greatest good to the greatest number if it were put into operation. Of course the reason for leaving off party designations was to get the pupils to think of political principles rather than political parties. After this I placed in the hands of each pupil copies of the full text of each party platform and we used these as our *text-book* for four or five weeks making a careful study of each. At the close of this part of our work I asked them to write out and pass in a summary of the political faith of each party, using the following outline as a guide:

- I. Similarities.
- II. Absolute Differences.
  - A. Republican.
  - B. Democratic.
  - C. Progressive.
- III. Differences on the Fundamental Issues.  
(To be written in paragraph form.)
  - A. Tariff.
    1. Republican.
    2. Democratic.
    3. Progressive.
  - B. Trust and Corporations.
    1. Republican.
    2. Democratic.
    3. Progressive.
  - C. Social and Industrial Justice.
    1. Republican.
    2. Democratic.
    3. Progressive.
- IV. Proposed Legislation.
  - A. Republican.
  - B. Democratic.
  - C. Progressive.

The last of our work on the parties was to take a final vote of preference and a final examination. The kind of examination questions given may be of interest to civics teachers.

They were:

1. Define the following: A political party, a caucus, machine politics, a primary, a direct primary, a preferential primary, a political "ring," political "boss," the initiative, the referendum, the recall, a conservative, an insurgent, a progressive, tariff for revenue only.
2. Discuss the organization of a political party.
3. Give reasons for the formation of the new Progressive Party. Do you think these reasons strong enough to justify a new party?
4. Explain fundamental differences between the Republican and the Democratic parties.
5. Political issues:
  - a. Which do you advocate, a protective tariff or tariff for revenue only? Give reasons.

- b. Do you think it would be better to apportion the delegates from each state to the national convention on the basis of party strength rather than on the basis of population? Discuss somewhat at length.

I should state that in our study of political parties, no partisan questions and no partisan remarks are ever allowed, and, of course, no sides are taken with any party.

The question naturally arises, what practical results may be expected from such instruction, using such materials and such methods?

1. In the first place a real genuine enthusiasm is aroused in matters civic and political. This is much and there is many a teacher who ardently wishes that it were in his classes.

2. Another large immediate result is the development of more intelligent citizens (for pupils are citizens) and for the future a more intelligent electorate. The ignorance that pervades every community in civic and political affairs is astounding. Probably 95 per cent. of the voters do not appreciate the results of their balloting. No Republican is an intelligent Republican until he knows *why* he is not a Democrat, a Progressive, a Socialist, and so on. Moreover, it is the ignorant electorate, and frequently conscienceless because ignorant, that fosters and largely makes possible political corruption. Fifteen or twenty years of such practical civics teaching as I have suggested conducted in all of our secondary schools and colleges would go a long way toward smashing machine politics, boss rule, and bribery in city, state and nation.

3. A third thing to be expected would be a tendency to produce independent thinking and lead the citizen to have real reasons for the position he takes in relation to municipal, state and national affairs. Independent thinking would lead to independent voting—a much needed practice in these days. There is no question about slavish party loyalty being a producer of wickedness in American politics. The future voter should decide by actual study of the different party platforms and the policies of those parties which party is to receive his vote.

4. Such methods would, I know, lead pupils to read the newspapers and magazines in a careful, thoughtful, comparative, discriminating manner. Our pupils should be induced to read more! This done, they will think more! There is too much artificial, memory work in our class rooms.

Judging from what experience I have had I would advocate that considerable more time be given to the study of civics and politics in our schools. No pupil should be allowed to pass through our schools and colleges without having taken a course in civics and politics. More civics teaching of a practical sort should be done in the upper grades of our grammar schools. And furthermore, I am fully convinced that extension courses of a popular, yet decidedly practical nature, should be offered in every city, town, and village. Fathers and mothers, brothers and sisters of school children and others would gladly take advantage of such an offer. School buildings could very effectively be used for such educational work.

## The Training of High School History Teachers

### TWO COMMITTEE REPORTS

To the Council of the American Historical Association.

Gentlemen: The work of your committee on the preparation of teachers of history in schools, has been directed to attempts to arouse interest in the subject wherever possible throughout the country. There have been many encouraging factors, but just how far the work of the committee has been responsible for these, is an open question, for the task is a timely one, and was already more or less consciously before many of our educational agencies. E. g., the question of the preparation of teachers of mathematics had already been discussed; see *Bulletins of the Bureau of Education*, 1911, nos. 8, 12, 13, 16. For English, the same subject is being considered, and a periodical similar to our HISTORY TEACHER'S MAGAZINE has been started. The National Education Association has appointed a Committee of Nine, of which Mr. Clarence D. Kingsley is the chairman, on the articulation of the high school and college. President Pritchett, of the Carnegie Foundation, in his Sixth Annual Report, page 5, states that: "The president was authorized to undertake a study concerning the training of teachers and the functions of the normal school, and reported progress thereon."

With regard to the work in history: The New England History Teachers' Association, as reported last year, made the certification of teachers in the high school, the subject of its fall meeting in 1911, and the papers which were presented by Commissioner Snedden, Professor MacDonald, and Professor Dawson, were published in the HISTORY TEACHER'S MAGAZINE for May, 1912.

The Mississippi Valley Historical Association has a committee, of which Professor Paxson is chairman, which is doing excellent work. A preliminary report on the training of high school teachers of history was published in the HISTORY TEACHER'S MAGAZINE for September, 1912;

and a more complete report will be presented at the spring meeting in 1913.

The Association of Colleges and Preparatory Schools of the Middle States and Maryland discussed this subject, as a part of the larger subject of the training of teachers, at their Thanksgiving meeting, 1912.

The Association of History Teachers of the Middle States and Maryland discussed this subject at their March meeting in 1912, and a committee was appointed, of which Dr. William Fairley is the chairman, which is taking active steps to bring the matter before the teachers of that section, and made a report at Philadelphia, November 29, 1912.

The Northwestern Association of History Teachers are planning, as their secretary, Professor Charles G. Haines, writes, "to get committees formed to carry forward the work of improving the teaching of history and government throughout our northwestern states."

The High School and College Conference for Colorado, at its meeting in March, 1912, adopted strong resolutions, presented by Professor J. F. Willard, requiring at least fifteen hours of work in history in a college or university for teachers in the high schools. See Appendix A.

In Texas very active work for the improvement of the teaching of history in the high schools was commenced last year under the leadership of Professor Duncalf and Mr. Krey.

In Virginia some interest has been aroused, but there are no practical results as yet.

In such a report as this, I think the usage of California, although established long before this committee was created, should not be omitted. California, up to the present time, has probably the largest requirements of any state. See Appendix B.



Your committee which was appointed "to bring about a closer union among the various history teachers' associations of the country," of which Professor Pray is chairman, has been much interested in this matter, and has promised to bring it actively before all the Associations as rapidly as possible.

It should also be noted that a number of the universities of the country, especially in the West, have their own rules for certification of graduates who are preparing to teach history; and the same is true in the East, of Brown University at least. See Appendix C.

This committee was also asked to consider whether the preparation of the grade teacher should be included in its work. It decided that it would not be wise to do so. In general, special history teachers are not employed in the grades, although there is some encouraging advance in this respect; for example, Superintendent Chadsey writes: "In Denver we are introducing the departmental system as rapidly as possible and we are securing some elementary history teachers who are carefully preparing themselves and who are cultured women. But in only a few of the schools can we claim to have secured properly equipped history teachers."

The committee has asked Mr. H. W. Edwards, of Berkeley, California, to assist them in their work, and desire to have his name added as a member of the committee.

Respectfully submitted,

DANA C. MUNRO.

APPENDIX A.—Resolutions passed by the High School and College Conference of Colorado, March 30, 1912 (see HISTORY TEACHER'S MAGAZINE, May, 1912, page 114.)

- "I. That American history and civics be made a pre-requisite for graduation from the high schools of Colorado.
- "II. That four years of history be offered in the Colorado high schools and that the course of study be so arranged that it may be possible for the students to take the full four years, if they so elect.
- "III. That none but trained history teachers be employed to teach history in the Colorado high schools, and that such requirement be taken into account in the accrediting of schools. ('Trained teacher' was interpreted by the Conference to mean one who had taken at least fifteen hours' work in history in a college or university.)
- "IV. That the equipment of the department of history be placed upon a parity with that of other departments."

APPENDIX B.—Requirements for the candidate to teach history in the high schools of California:

A four year's college course, and a year of graduate work.

APPENDIX C.—System of Department of History at Brown University. Requirements:

1. A three-hour course throughout the year in general European history.
2. At least two three-hour elective courses throughout the year, one of which must be either American or English history.
3. A creditable standing. These are for the minor certificate. For the major certificate, in addition, one elective course and one course in research. In other words, the major endorsement represents fifteen hours throughout the year, or one full year of college work in history with a satisfactory

standing. (Taken from Professor MacDonald's address at the New England History Teachers' Association.)

APPENDIX D.—University of Wisconsin requirements for candidates preparing to teach history in high schools:

1. At least twenty-six semester hours of history, of which at least twelve must be in advanced courses, and a satisfactory thesis.
2. At least one two-hour course for the training of teachers of history.
3. In addition, a three hour semester course in psychology and at least seven semester hours in education.
4. Students are being urged to add to this preparation one year of graduate work.

DANA C. MUNRO.

#### To the Association of History Teachers of the Middle States and Maryland.

The following report of the Committee on Preparation of High School Teachers of History, was presented by Dr. William Fairley at the Philadelphia meeting of the History Teachers' Association of the Middle States and Maryland, on November 29th.

Your committee finds much of its work already done. The subject under discussion has been engaging the attention of our school world for a number of years. Our invaluable HISTORY TEACHER'S MAGAZINE has had a number of contributions on the subject including some from the President of our organization, Professor Dawson, so that we have a pretty clear idea in mind already of what the condition is and what we would like to see. This report can hardly be more than a resumé of the situation cited in convenient form; the main existing fact is that we hope to justify our existence as a committee by one suggestion at the close of our report.

Of course, it must be understood throughout all such work as that which we hope to see done that better preparation and perhaps certification of history teachers can be secured only as similar preparation is made in all the other specialized departments of secondary work. History teachers cannot expect to attain any higher standards of proficiency than their colleagues of other departments.

Save for form's sake, it is idle at present, to contrast American conditions with foreign, and especially French and German. The training there is such that teaching is a profession, whereas with us it is too often a job. Probably it will be many years before conditions equivalent to those of Germany can be made to prevail in our liberty loving land. The hodge-podge of requirements for any kind of high school teachers in this country is notorious. Of course, there are a few high lights in our picture. Our largest cities have standards. One or two of our states have state-wide standards. A review would show for instance that Boston, Philadelphia, Chicago, and Baltimore requirements would read:

Boston—Accredited college diploma, or from an institution of as high a grade. Three years' graded school experience. No graduate work.

Philadelphia—Accredited college diploma or equivalent. No experience. No graduate work.

Chicago—Accredited college diploma, and two years' successful experience graded schools. Or one year successful experience graded school, and completion of required work in the Chicago Teachers' College.

Baltimore—Accredited college diploma, or by an examination disclosing equivalent qualifications. No graduate work. Experience (not definite).

State of California—Accredited college diploma. One-half year graduate work; one-half year practice teaching, or twenty months' successful experience in teaching.

The city of New York has recently set forth the following qualifications for its high school teachers, demanding either experience or graduate work or both:

A. Graduation from a college or university recognized by the regents of the University of the State of New York, together with one of the following:

1. Not less than 160 days of experience in teaching in secondary schools or in colleges satisfactory to the board of examiners.

2. Not less than 300 hours of post-graduate work in a college or university recognized by the regents of the University of the State of New York, of which time at least sixty hours shall be devoted to methods of teaching the subject or subjects in which the applicant seeks a license, unless courses equivalent to such sixty hours, satisfactory to the board of examiners, were successfully taken during the senior year of the undergraduate course, in which case only 240 hours of post-graduate work shall be required.

3. Not less than eighty days of experience in teaching in secondary schools or in colleges satisfactory to the board of examiners, together with not less than 150 hours of post-graduate work in college or university recognized by the regents of the University of the State of New York, of which time at least sixty hours shall be devoted to the methods of the subject or subjects in which the applicant seeks a license, unless courses equivalent to sixty hours, satisfactory to the board of examiners, were successfully taken during the senior year of the undergraduate course, in which case only ninety hours of post-graduate work shall be required.

4. Two years' experience in teaching in the grades of the last four years of the elementary schools of the City of New York and the completion of university or college post-graduate work amounting to not less than 150 hours satisfactory to the board of examiners, sixty hours of which shall be devoted to methods of teaching, appropriate to the subject in which the applicant seeks a license.

The State of Missouri apparently requires, at least for its teachers of history, specialization in under-graduate college work, some pedagogical training, and some practice teaching under careful observation. The State of Wisconsin with a system not unlike that of New York with its Board of Regents maintains a good degree of control over the preparation and proficiency of its high school teachers. It would seem that California is in the lead in knowing what she wants and how to get it. The Missouri practice also is commendable.

The question now comes: What might we safely regard as a practicable standard to set before ourselves and the educational world as desirable? The very minimum limit would appear to be that a history teacher should have done in college some specialized history work and should also have had some instruction in methods of teaching history. This amounts to about the Missouri requirement. The California requirements including graduate work for at least one-half year and practice teaching for a half-year is a step in advance. Why might there not be high school certificates of two grades, one of which would be acceptable in the ordinary smaller school, and the other would meet the requirements of our best equipped cities; the former corresponding possibly to the Missouri standard, the latter measurably to the California standard?

Of course there is opposition to the requirement of graduate work. The graded certificate plan would quiet that opposition in part. There would also come objection to the requirement of specific training in teaching. I wish we might get rid of the word pedagogy for a little while. Call it "teacher-craft" or anything, except pedagogy, but every person knows that while many teachers are born, most of them have to be made a score of years or more after they are born, and some practice teaching under observation and criticism seems to be highly desirable. What a very ingenious scheme it is which some cities have devised, which declares young persons may not teach in their high schools until they have taught either in the elementary schools or in outside high schools, and so have gained some experience. That amounts simply to the strong exploiting the weak. If experience is demanded of teachers it had better be the experience in the school of practice under competent supervision. Personally, I have slight sympathy with the doctrine that teaching in elementary schools is a wise or sufficient preparation for high school teachers. We might just as well demand that physicians practice on children for a while before they are allowed to treat older gout or senile dementia.

The one suggestion which we should like to make which requires some time for its carrying out and which we hope will be left to our successors by this body is this: That our association constitute itself, through some organized body, a clearing house for intending teachers of history; that we prepare a pamphlet which might well show the various local requirements of school boards for teachers. This body or committee might then gather from the catalogues of our various colleges and universities statements of their possibilities as to various history courses and work in history methods. Suggestions might be offered to young people preparing specifically for the teaching of history. Advice might be given in addition to that furnished by the pamphlet as to courses. By no means do we intend to constitute ourselves a teacher's agency, but it does seem as if information of this kind might be summarized and used and that some representative of our body might be accessible to history students who could consult them on various phases of their preparation.

A suggestion has also been made that our Association might originate a certificated Gild of History Teachers, just as there is a Gild of American Organists, and an Institute of American Architects. In time the certificate of such a gild, testifying to solid attainments and specific preparation, would come to be of recognized value in the educational world, and would serve to bind properly equipped teachers of history in a body of recognized power.

WILLIAM FAIRLEY.

*The History and Government Bulletin* of the First District Normal School, Kirksville, Missouri, for September 1912, is an interesting pamphlet of some seventy pages, and contains articles by Professors E. M. Violette, Eugene Fair and J. L. Kingsbury. These include "The Place of History in the Education of Teachers"; "History Courses in Elementary Schools"; "Egyptian Agriculture"; "A Study Adapted for Use in the Fifth Grade"; "The Teaching of Oriental History"; "The Teaching of Medieval History in the High School"; "American History during the Last Twenty-five Years"; "Use of Source material"; "Setting the Problem," (reprinted from the *MAGAZINE*); "McClellan's Peninsular Campaign as Revealed by the Sources"; and articles on the equipment and courses of the school.

# History in Normal and Elementary School

CARL E. PRAY, EDITOR.

## Teaching the United States Bank

BY ALBERT H. SANFORD, STATE NORMAL SCHOOL, LA CROSSE, WIS.

Should the topic "Bank of the United States" be taught in history classes of the grammar grade? This question is most frequently decided in the affirmative when it is raised at all. Still more frequently, the topic is treated in those classes as a matter of course, merely because it finds a place in the text-book. Yet it may be doubted whether the results attained are commensurate with the effort expended upon the subject, not only in grammar school but also in high school classes. In the minds of students of both groups the term United States Bank is too frequently merely a term—it embodies few if any concrete ideas and has little connection with any actual thing in the world about them. It would seem that unless a more reasonable method than that which yields this result can be employed, the topic better be omitted entirely.

The trouble begins, of course, with the text-book. About a dozen have been examined upon this point, and scarcely one undertakes to do more than to use such technical terms and expressions as would be employed in a book intended for college students. In none is there any explanation of these terms—what a bank is, how it is organized, and what it does—as preparatory to the pupil's understanding of the subject. Each proceeds upon the assumption that grammar students are steeped in a knowledge of finance. It may readily be answered that text-books cannot undertake to furnish the basic materials for an understanding of such topics. But the time will come when grammar school texts will cease to be mere epitomes of more advanced books, and will undertake to tell what a child should know in order to understand American history.

In grammar school classes, then, (and in those of the high school, when necessary) the assignment of the lesson that includes the establishment of the United States Bank should be a discussion of the subject that will put some meaning into the words of the text. This discussion may well fill an entire recitation period.

The books say that a bank was *chartered*. Its *capital* of \$10,000,000 is sometimes mentioned. This involves the use of the term *stockholders*. Frequently it is stated that the Bank was to act as *agent* for the government, or was to aid in the management of its finances. Will it not serve to simplify the matter and to make it concrete if we fix in mind a certain bank of the town where the pupils live and follow through the various operations of its business? This will make clear two facts: first, that the Bank was organized practically in the same way as any bank of to-day, and, second, that the functions performed by it as agent of the government were the same as those performed to-day by any bank for the business men who are its patrons.

For an elementary class the topic may be illustrated graphically by drawing upon the blackboard a rectangle to stand for the bank and then, as the discussion proceeds, indicating by lines leading into and out of it the various ways in which money comes into and leaves the bank's vaults. First, then, the capital must be paid to the bank as an investment made by the stockholders, each of whom receives certificates of stock in accordance with the

amount subscribed. Blank forms of these certificates can be shown, and reference should be made to the capital, stockholders, and officers of the local bank. The fact may then appear that the United States owned one-fifth of the capital of the great Bank of 1791. When a bank earns money, in a way explained later, *dividends* will be paid to the stockholders as profits upon their investment. The next item of receipts into the bank's vaults consists of *deposits* placed there for safe-keeping. When it is suggested by some pupil that opposite this source of income for the bank's funds there should be indicated the payment of interest to depositors, the correctness of the statement must be admitted, in part; but it may also be explained that most deposits do not draw interest, because they are subject to *check*. This brings up a topic that needs careful consideration. The blank form of a check will help the matter and the cashing of checks will be seen as another method by which money leaves the bank's vaults.

Another source of money flowing into the bank is found in the operation by which business men *buy drafts*. Grammar school students are capable of understanding the rudiments of the process that goes on when one person pays a debt to another living in a distant town, and how the banks settle the transaction between themselves, and thus avoid the sending of cash from place to place. Accompanying this process is its counterpart—that by which a business man *sells a draft* to the bank and thus collects the debt due him from another person. In this instance, money is paid out by the bank and the fact will be so indicated on the diagram. The two operations are called *exchange*.

Another very important operation, that by which a bank makes the greater part of its profits, is that of *loaning money*. Here may be explained in a simple way the necessity under which business men are regularly borrowers from banks, and the benefits and dangers to the business world involved in this arrangement. From the loans the bank derives interest, the source of the profits that make dividends possible. Incidentally it may give point to this topic to say that the first United States Bank paid dividends of more than eight per cent.

We have now brought into view the fundamental functions of any bank, under whatever auspices it may be organized. These are indicated by the terms (1) *deposit*, (2) *exchange*, and (3) *loans*. These are the operations by which banks aid business men to conduct their affairs. It was these operations that Hamilton had in mind when he brought about the establishment of the first Bank of the United States. Moreover, the Bank was intended to do for the government just what it would do for any business man. (1) It would keep government money on deposit; (2) It would help the government pay and collect its debts. When taxes were collected in the form of duties and excises, what should be done with the money? The Bank and its branches furnished convenient places of deposit in certain cities. But revenues must be collected and the debts of the government (salaries of officers and money due for supplies) must be paid in places distant from Philadelphia and the cities where branches existed.



These payments, made by individuals to the government and by the government to individuals, could most conveniently be made by means of drafts. This would avoid, as stated above, the carrying of cash from one place to another, except when necessary to settle balances. (3) The government might find it necessary to borrow money. The Bank which had on hand, or could most readily obtain, large funds, would be the logical source from which the government, as any business man, could obtain the necessary supply.

There was a fourth function, not at present carried on by all banks, which was important in the mind of Hamilton—that of *issuing paper money*. Let us annex a smaller rectangle to our original diagram, and trace the movement of this money. What is it to issue paper money? It must first be printed—an inexpensive process. How does it get into circulation, i.e., into the hands of the people? This process is often a mystery to pupils. So let us draw a line from the smaller rectangle into the larger, thus indicating that the paper money becomes a part of the general fund in the bank's vaults, from which it will be drawn out in any or all of the different ways in which we have seen cash leaving the bank's vaults. It is at first sight astonishing that the bank can thus make something out of nothing. But each piece of paper money is in reality a promissory note, payable in hard money, or *specie*. How will this promise be kept? It is evident that the bank must have in its vaults an inner compartment where the *reserve* of specie is kept. Some discussion of the size of this reserve and the process of *redemption* will inevitably follow. Comparison of the paper money thus brought into existence with that issued by the Continental Congress and the States in previous years will bring out the significance of Hamilton's plan for a uniform and stable currency.

Such are the elements of the topic under discussion. There are other phases of it, such as the use of United States bonds in payment for stock, that may be too difficult for the grammar school class. The teacher will do well to avoid at this time any discussion of the way in which paper money is at present issued under our National Banking System. This is a more difficult topic and its introduction here will lead to confusion. Pupils must be satisfied with the simple assertions that we have at present no such bank as that established in 1791, and that our paper money came into existence in ways different from that explained above.

What has been accomplished by the foregoing discussion? 1. Pupils have been introduced in a concrete way, by reference to things they may see in their own community, to the simpler banking operations. This, and the explanation of some technical banking terms, may be worth while in itself. 2. Pupils should now be prepared to study the lesson that includes the establishment of the Bank, and to see in some detail the purposes that it served. The subject, then, will to some extent be robbed of the mystery surrounding it.

The best object attained by this discussion will be the encouragement of a mental habit in pupils—the habit of demanding explicit and concrete ideas as a prerequisite to the study of any difficult topic. Correspondingly, there will be discouraged the baneful habit of learning words that have no content and the dishonest practice of reciting in class phrases that are meaningless.

In conclusion, it is the present contention that unless pupils are prepared to follow and to appreciate such a treatment of banking as that indicated above, it would be better to omit the topic United States Bank entirely; and that the study and recitation of this topic without such a discussion is quite sure to be profitless.

## PERIODICAL LITERATURE

MARY W. WILLIAMS, M.A., EDITOR.

—The monograph on "Leo XIII" is, in the opinion of R. F. O'Connor, the best piece of historical writing done by the late Justin McCarthy. A sketch of the varied career of the historian appears in the *American Catholic Quarterly Review* for July.

—"At the Court of the Kamehamehas," by Walter Scott (*Overland Monthly*, November) is an account of diplomatic relations of the United States in Hawaii during the Civil War, under the embassy of Dr. James McBride, first United States Minister to the Islands.

—"Pius II, a Pope of the Renaissance," by Johannes Haller in *Deutsche Rundschau* for November, is an interesting review of the career of the pope, whom the author shows to be in all of his qualities and achievements truly a child of his age and a classical representative of his epoch.

—The *Atlantic Monthly* for November contains a series of "War-Time Letters of Charles Eliot Norton to George William Curtis," running from January, 1860 to September, 1864. The editors are Sara Norton and M. A. DeWolfe Howe. Letters of Mr. Norton to Mr. Lowell appeared in the December issue of the *Atlantic*.

—The first part of a serial article on "The Origin of the Cavours" by Paul Matter (*Revue Historique*, September-October), describes the brave struggle for power and independence made by the little city of Chieri, in the history of which the ancestors of the great Italian statesman during four centuries played a more or less important part.

—"Finland and the Finns" is the title of an article by John Edgcombe Staley in the *Canadian Magazine* for November. The quaint observances and numerous superstitious practices of these people, whose name, "Finn," means "Wizard," are described in an interesting manner. The selection of illustrations is good and unusually varied.

—"Lloyd-George's England" is an illustrated article to be found in *World's Work* for November. The writer, Clarence Poe, an American journalist who has been studying conditions in England, shows much enthusiasm over the work which is being done by the "Condition-of-the-People Party" under the lead of Lloyd-George. He believes that America has much to learn from what has been done in the mother country.

—The trial of Piso for the death of Germanicus is considered by Prof. Guglielmo Ferrero in *Hearst's Magazine* for November, under the title "A Trial by Public Opinion." The writer calls this trial, "an episode in the extermination of the ancient and glorious Roman nobility which was giving way before the new social forces that had sprung up beneath the peaceful shades of imperial authority. It degraded the Penal Law, which should be the sacred instrument of justice, into the plaything of popular passion."

—J. Ellis Barker, the English publicist, attributes the Balkan War to the tactless policy of the Young Turks. While Abdul Hamid was clever enough to play off one nationality or race against the other, the Young Turks persecuted indiscriminately and simultaneously all non-Turkish races, and thus brought about the union of the Balkan States against themselves. The outbreak of the war could scarcely have been prevented by the European powers. It was bound to come. It was as inevitable as the breakdown of the Young Turkish regime. ("War in the Balkans," *Fortnightly Review*, November.)

# Bibliography and History and Civics

PREPARED BY A COMMITTEE OF THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, WAYLAND J. CHASE, THE UNIVERSITY OF WISCONSIN, CHAIRMAN.

DAVIS, WILLIAM STEARNS. *Readings in Ancient History.* Volume I. Greece and the East. Boston, Allyn and Bacon. Pp. 359. \$1.00.

No period of history has sources more attractive or more adapted to class work in secondary schools than that of Ancient History. They are simple, vivid and interesting to the last degree. The chief difficulty however is to find some way of putting this alluring wealth of material into the hands of pupils. Therefore it is with genuine pleasure that teachers will welcome such a book as the first volume of "Readings in Ancient History," which contains thirty-one selections on the Eastern Nations and eighty-four on Greece.

The merits of this work are first, that the selections are generous, giving material enough to lend light and color to historic facts; and second, that the readings have been wisely chosen to illustrate the social and economic history as well as the political. Especially is this true of the selections from the Greek historians. Although teachers may miss some favorite passages, they will probably find new ones to add to their stock in trade; as for example the "Picture of Greek School Life" from a recently discovered papyrus, and the Stoic "Hymn of Cleanthus." Other excellent selections are: "A Babylonian Lawsuit," "The Early Cretans," "Anecdotes about Socrates," "Description of Alexandria."

The table of Greek money and measures, the bibliographical notes of the ancient authors quoted, and the critical bibliographies at the close, add to the usefulness of this excellent volume.

Victoria A. Adams.

OGG, FREDERICK AUSTIN. *Social Progress in Contemporary Europe.* New York, The Macmillan Company. Pp. 384. \$1.50 net.

In this book the author has gathered together and explained succinctly the most significant aspects of European social development since the later eighteenth century. He begins with a survey of economic history in which the first five chapters deal briefly with the Old Regime in Europe and the social and economic changes of the Revolutionary and Napoleonic Era, and the next four with the agricultural and industrial revolutions in England and in various Continental countries up to the present time. Then follow six chapters in which he traces the growth of democratic forms of government in England and the Continental states.

The latter half of the book is devoted to a number of chapters on live social questions, such as the protection of labor and care of the poor by the state, what Germany has done for her common folk and the spread of social insurance in other countries, the history and work of labor organizations, the wages and savings of laborers in the last hundred years, the extension of public education, and the growth of socialism. Along each of these lines the author gives a brief history of the progress made since the later eighteenth century and tells what the conditions are now. The treatment is all too brief, but the essential facts are always clearly stated with good interpretation of their meaning. While much of the matter will prove familiar to teachers of modern European history who read the standard reviews, yet nowhere else can they find such valuable brief statements of the progress

made in so many lines and so many countries. Owing to the extent to which the subject-matter has been compressed, some chapters may be a little heavy with condensed facts and not prove exciting reading to immature students. But to general readers and a large number of students, the book will present facts hardly realized by the American people and show them how far from the vanguard of social progress we are here in America. The book will be a useful reference book for high school students of modern European history, who should become familiar with much of the material here so ably presented.

Clarence Perkins.

MACALLISTER, R. A. S. *A History of Civilization in Palestine.* Cambridge Manuals of Science and Literature. New York, Putnam's Sons. Pp. 139. 40 cts. net.

This little volume by a former director of excavations for the Palestine Exploration Fund gives a brief but very satisfactory survey of the civilization of Palestine.

In the first chapter the physiographic conditions of the country are described as a foundation of the industrial life. This is followed by an account of the results of the excavations of the last forty years which the author uses to fill in the background of the historic picture. The function of the excavator is, the author asserts, not only to confirm written history, but to call the dead of the past from their graves, and so far as he can, make them live once more their lives before the spectators. It is from this point of view that the book has been written.

A distinguishing feature that will appeal to teachers of Ancient History is the treatment of the influence of surrounding countries on this Semitic branch, who never invented anything and who were as "improgressive as a community of white ants." What the Hebrews learned from the Philistines, from the early Cretan civilization to that of the Roman and Byzantine is traced, making an excellent study in historic perspective of the civilization in the Eastern Mediterranean. The most noteworthy chapters are those on the Greek influence and the growth of the religious consciousness in Israel.

The book contains nine illustrations, a map of Palestine and an ample bibliography.

Victoria A. Adams.

PATTISON, R. P. DUNN. *Leading Figures in European History.* New York, The Macmillan Company. Pp. v, 471. \$1.60 net.

This book is an attempt to cover more or less adequately the whole field of Continental European History from the fall of Rome to the present time in a series of biographies of sixteen leading men. The first chapter is introductory and gives a brief summary of events from the later Roman Empire to Charlemagne, whose biography is first in the series. Then come Richard the Fearless, Duke of Normandy, Pope Gregory VII, Philip II of France, the Emperors Frederick II and Charles IV, Lorenzo de' Medici, Christopher Columbus, Martin Luther, Philip II of Spain, Gustavus Adolphus, Louis XIV, Frederick the Great, Napoleon, Cavour, and Bismarck. Each biography is prefaced by a brief narrative to fill the gap between the lives of the leading figures chosen. Unfortunately, some errors have crept in, such as the statement on page 42 that "there was a general belief that the world would

come to an end in the year 1000"; but the book is readable and interesting, and the length of many of the biographies is such as to make them very suitable for high school reference reading. On the whole the book should prove a useful compilation for secondary school libraries.

Clarence Perkins.

RAIT, ROBERT S. *Life in the Mediæval University*. Cambridge: At the University Press; New York, G. P. Putnam's Sons. Pp. 164. 40 cts. net.

In the first three chapters of this little book, the author tells of origin and growth of the mediæval universities organized according to the two great types, the student-universities and the universities of masters. Then follow chapters on "College Discipline," "University Discipline," "The Jocund Advent" or the ceremonies of the freshman's initiation into the university student life, the relations between students and townspeople, and the subjects of study and the methods of teaching.

The book does not pretend to be an original treatment of the subject and is based to a great extent on Rashdall's monumental work "The Universities of Europe in the Middle Ages." But it is an extremely interesting and valuable manual on a most interesting subject. It is eminently readable and, though probably a little too special in character for regular required reference reading in high school history courses, it will be very useful for special reports and should be in every school library.

Clarence Perkins.

CHANNING, EDWARD, HART, A. B., and TURNER, F. J. *Guide to the Study and Reading of American History*. Boston, Ginn & Co. Pp. xvi, 650. \$2.50 net.

In these days of swarming books a bibliography moves rapidly toward superannuation and so it has been hoped for some time that a revision of Channing and Hart's *Guide to American History*, published in 1896, would restore its first usefulness. This hope has now been more than realized, for the editors have associated with themselves Prof. F. J. Turner, have brought down to date by the addition of 80 pages all the old features of the work and added a new section of 100 pages of reference material on the period from 1865 to 1910. Part I of the new *Guide* explains "the general place of American History as a study, a recreation and a discipline." Part II contains lists of general reference works, material dealing with the geography of American History, biographies, state and local histories, sources, historical novels and other illustrative material. Part III devotes about 45 pages to the discussion of methods of teaching history and contains much that will be valuable for every teacher of the subject. In addition to this material an extended list is given of books, essays and periodical articles on the pedagogy of history. Part IV, covering the period 1492-1783, Part V, 1783-1865, Part VI, 1865-1910, contain references to works and designated parts of works arranged under the four captions,—*General*, *Special*, *Sources* and *Bibliography*, for all those who wish to be directed to the most convenient and the most available treatment of special subjects. The ample index makes all this copious material easily accessible and so of the fullest possible usefulness.

In thus placing at the disposal of all students of American History what is practically their own private capital of reference material, the accumulation of nearly a generation of teaching and study, the authors have at once demonstrated their devotion to their profession and rendered it an invaluable service.

Wayland J. Chase.

## Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

Mr. Arthur N. Holcombe has been advanced to the rank of Assistant Professor at Harvard University.

Miss Blanche A. Cheney has succeeded to the position in the State Normal School at Lowell, Mass., made vacant by the resignation of Miss Mabel Hill, who has begun her duties as dean of the Mitchell Military Boys School, at Billerica, Mass.

Harper and Brothers have announced for publication "Parallel Source Problems in Mediæval History," by Professors Frederic Duncalf and August C. Krey.

The first number of the *Texas History Teacher's Bulletin* was issued November 15, 1912. It states that "it will contain brief, practical articles, and suggestions, discussions of local problems, occasional reprints from the HISTORY TEACHER'S MAGAZINE and other educational journals, outlines, book lists and notes, and news of history teachers in Texas and elsewhere." It is published by the history staff of the University of Texas, consisting of Eugene C. Barker, Thad. W. Riker, Frederic Duncalf, Charles W. Ramsdell, William R. Manning, Frank Burr Marsh and Milton R. Gutsch. The *Bulletin* will be issued in November, February and May, and will be sent free to any teacher in Texas.

The first number contains an article by Supt. R. G. Hall, on "Local History in the Cleburne Schools" "Suggestions for a Lesson on Charles the Great," by Frederic Duncalf; a reprint from the MAGAZINE of an article by E. C. Evans on the "Use of the Blackboard" a list of topics suggested for discussion at meetings of history teachers; several pages of personal notes and book news. The *Bulletin* should prove of value to teachers of history.

The History Teacher's Section of the Texas State Teachers' Association at its meeting in Fort Worth, on Thursday, November 28, 1912, considered the following program: The Value of Historical Training as a Preparation for Business, by W. F. McCaleb, San Antonio; Report of the Committee on History Teaching in Texas, Frederic Duncalf, of the University of Texas; the discussion of the report was opened by Supt. R. G. Hall of Cleburne and S. H. Moore of Southwestern University. The chairman of the section was Charles W. Ramsdell of the University of Texas.

The New Jersey High School Teachers' Association, which met at the Central High School, Newark, N. J., on December 7, was addressed by Doctor Daniel C. Knowlton upon "The Popularizing of High School History."

At the annual High School Conference held at The University of Illinois, November 21, 22 and 23, the committee in charge of the Social Science Section presented to the teachers many helps to the teaching of History and Social Sciences and exhibited a collection of works on methods of History instruction. A model library for schools with limited library funds and a collection of textbooks in History and Civics were arranged in Lincoln Hall. There were also specimens of maps, pictures, lantern slides, lanterns, economic charts and a collection of catalogues of various historical materials. Exhibits were displayed in the Museum of European Culture, the Bureau of Municipal Research, the Illinois History Survey, and the Classical Museum. Each teacher attending the Social Science Section was furnished with a mimeograph sheet containing suggestions for a professional library for the high school History teacher and suggestions for reference libraries in Ancient, European, English and American History. The various departments of the University are to be commended upon the many helps which they furnished to the visiting teachers in addition to the excellent program which was provided. At the meeting committees were appointed to prepare a high school syllabus in American History and to co-operate with the Department of



History at the University of Illinois in gathering a permanent collection of material aids in the teaching of History.

In the series of supplementary history readers for elementary schools, written by James Otis [Kaler] published by the American Book Company, there have recently been issued four volumes; "Seth of Colorado," "Benjamin of Ohio," "Hannah of Kentucky," "Antoine of Oregon."

The Semi-Centennial Commission of West Virginia, appointed by Governor Glascock, to provide for a proper commemoration and celebration of the fiftieth anniversary of the admission of the state into the Union, which is to be held at Wheeling, on June 20, 1913, have engaged Dr. J. M. Callahan, Professor of History and Political Science at West Virginia University, to prepare a volume on the history of the state for publication in connection with the proposed celebration.

#### KANSAS ASSOCIATION.

The Kansas History Teachers' Association met November 8th, at Topeka, in connection with the annual meeting of the State Teachers' Association, Prof. F. H. Hodder presiding. Mr. H. P. Shepherd, principal of the Atchison, Kansas High School, presented a paper on "A Standard High School Equipment in History," being a plea for standardizing library facilities and various "helps" as is done in the courses in science. Mr. Shepherd had prepared a suggestive list of books for a high school history department, printed copies of which he distributed among the teachers for criticism and discussion. He had also a large amount of illustrative material in the form of helps, books, etc. In library equipment he laid special stress on having several copies each of selected books, rather than single copies of so many. The paper was very suggestive and provoked a very illuminating and profitable discussion.

Miss Gertrude Kenney, of the Lawrence, Kansas, High School, considered "The Study of History as a Training for Citizenship." It was first an able defense of history as a "practical" subject, and second, an outline of her methods of making history and civics live subjects. As an example, she mentioned that recently when a socialist lecturer appeared in the city just at the time when the class was studying socialism, she took the entire class to the lecture, with the result that socialism became something real and tangible to them.

Prof. Pelagius Williams, of the State Normal School at Emporia, was to have delivered the third address on "The New View-point in History," but through the confusion that arose over the meeting place, was unable to appear. In this paper Mr. Williams gave a resumé of the older conceptions of history, including didactic, ethical, theological and literary, showing how histories written under the domination of these ideals, failed to be true to the facts. Then he contrasted with these the newer and scientific conception of history,—the attempt to show what happened, how and why "to conceive of the past as something to be understood and explained for its own sake." In its application to teaching, the new view-point emphasizes the value of documents and second, the unity and continuity of history.

In the business meeting, Prof. F. H. Hodder, of the University of Kansas, was re-elected President; I. B. Morgan, of the Kansas City, (Kansas) High School, was elected Vice-President; and Raymond G. Taylor, of the State Agricultural College, was re-elected Secretary-Treasurer. The President was authorized to appoint a committee which will prepare a questionnaire to use in ascertaining conditions and needs in Kansas schools. A vote was taken to get the sentiment in regard to a spring meeting. As a result, the executive committee will probably call a meeting of the Association, to be held in Lawrence, in March.

#### PACIFIC COAST BRANCH OF THE AMERICAN HISTORICAL ASSOCIATION.

The Pacific Coast Branch of the American Historical Association held its tenth annual meeting in Berkeley, Cal., November 29-30. An interesting program was presented, consisting of the following papers:

1. "Some Phases of Ptolemaic and Roman Egypt." Prof. Richard F. Scholz, University of California.
2. "Notes on the Biography of Cardinal Schinner." Prof. Percy Alvin Martin, Stanford University.
3. "The Organization of the Reign of Terror in France, 1793-1794." Prof. H. Morse Stephens, University of California.
4. "The Background of Alaskan History." Prof. Frank Alfred Golder, State College of Washington.
5. "Party Groupings in the Twenty-Second Congress." Prof. Edgar E. Robinson, Stanford University.
6. "Some Effects of Inertia of Public Opinion." Prof. Murray Shipley Wildman, Stanford University.

At the Annual Dinner, President Arley Barthlow Show read a discriminating paper on Lamprecht and the *Kulturgeschichte* movement. Speeches were made by the Toastmaster, Prof. Herbert E. Bolton, and Professors E. D. Adams, H. Morse Stephens, Frank A. Golder and Rev. Joseph M. Gleason.

At the Teachers' Session Prof. H. Morse Stephens talked on "The History of History Teaching." History as a subject of instruction was first established during the Revival of Learning, and then only as an adjunct to the Classics. The first chairs of History dealt with Ancient History only, and the subject was taught by the teachers of Latin and Greek. Attention was given almost entirely to the periods of chief literary interest, especially the Peloponnesian War. In the 18th century chairs of Modern European History (*Neuere-Geschichte*) were first established, especially in Germany. Their object was training for the diplomatic service, and they dealt chiefly with diplomacy and international law. History found its way into the schools in the 19th century as a result of the outburst of national feeling in that period. History was there taught from the nationalistic view-point. Not until the end of the 19th century was an effort made to co-ordinate all the history courses, in school and college, and to base history instruction on other than external demands. The Committee of Seven recognized the right of history to be taught in high schools for other reasons than those mentioned. Now history is taught for its own sake, with a recognition of its value in developing patriotism, making good citizens, and imparting culture.

The meeting then discussed the subject of the history curriculum for the Post-Graduate High School or Junior College. There is a growing movement in the West toward adding one or two years to the high school as a substitute for the first two years of college. Professor Stephens believed that it would be unwise for the high schools to try to parallel the first and second year college courses, since the schools with their smaller classes, fewer books, different equipment, etc., have to meet very different conditions. Not the same work can be done, but equally good work can be done along different lines. Among the subjects well adapted to the fifth and sixth years are Western History, English History, 19th Century History, Applied Civics, Economics and Economic History, Political Science. General History should not be given, since neither teachers nor pupils are fitted to handle it. Miss Harnett, of the Long Beach High School, spoke interestingly of the course in Applied Civics in the fifth year of her school. Prof. W. A. Morris favored English History. It is not widely taken in the high schools, and in the Junior College can be studied in its constitutional and institutional aspects. Prof. Bolton outlined a course in general Western History, which he believed well fitted for the Junior College. Professor Rockwell D. Hunt pointed out three difficulties, namely, the question of expense to the taxpayer, the danger that the chasm between the Junior College and the higher college may become as great

as the one now existing between high school and college, and the absence of the college atmosphere in the post-graduate high school. He also strongly favored a course in Introductory Sociology, since in these days of a new social outlook and a new social spirit there is increased need for guidance in these matters. Other speakers called attention to the fact that the courses given must be determined by the needs of the community.

The next meeting will be held in Los Angeles, November 28-29, 1913. The new officers are:

President, Mr. J. M. Guinn, Secretary and Curator of the Southern California Historical Society; Vice-President, Prof. Herbert E. Bolton, University of California; Secretary, Mr. H. W. Edwards, Oakland High School. Council, in addition to above officers: Prof. Frank A. Golder, State College of Washington; Prof. E. J. Klingberg, University of Southern California; Prof. P. A. Martin, Stanford University; Mr. R. L. Ashley, Pasadena High School.

#### MIDDLE STATES ASSOCIATION.

The Association of History Teachers of the Middle States and Maryland met at the University of Pennsylvania, Philadelphia, on November 29 and 30 in connection with the 26th annual convention of the Association of Colleges and Preparatory Schools of the same territory. The History Teachers' Association, like several other organizations, is an offshoot of the general association, and it was planned to bring all the bodies together in one meeting. On Friday evening the history teachers met at dinner, after which Professor Edgar Dawson, president of the Association, reviewed the work of the Association and discussed its future. Dr. William Fairley made a report for the committee upon the training of high school teachers which is printed elsewhere in this paper. A general discussion followed.

At the meeting on Saturday morning, Professor John L. Stewart, of Lehigh University, gave the principal paper upon "The Basis of Historical Teaching," in which he pointed out the necessity for emphasizing historical geography and the economic phases of history. Mr. R. P. Blake, of the University of Pennsylvania, dwelt upon the value of the consideration of national characteristics, the power of personality, and the force of race and religion. Mr. S. B. Howe, Jr., of the Plainfield (N. J.) High School, pointed out the cultural value of history, through its ethical content and its awakening of interest by showing the relations of the present to the more or less remote past. Mr. Howe also gave an account of the history and social science courses in the Plainfield High School, into which some new features had been incorporated.

A spirited discussion followed, participated in by Dr. R. W. Kelsey, of Haverford College; Miss Jessie C. Evans, of the William Penn High School, Philadelphia; and others. A committee was appointed to confer with the examiners in history of the College Entrance Examination Board and to present to the examiners the ideas and standards of the Association.

In view of the fact that a meeting of the association might not be held in the spring, officers were elected to take office in March, 1913: President, Professor Albert E. McKinley; Vice-President, Professor William E. Lingelbach; Secretary-Treasurer, Professor Edgar Dawson, Normal College, New York City.

Saturday afternoon an historical pilgrimage was taken to interesting historical sites and buildings of eighteenth century Philadelphia.

#### American Historical Association Meetings

(Continued from page 18.)

COMMITTEE ON THE JUSTIN WINSOR PRIZE.—Claude H. Van Tyne, Carl Becker, William MacDonald, J. G. deR. Hamilton, Carl R. Fish.

COMMITTEE ON THE HERBERT BAXTER ADAMS PRIZE.—George L. Burr, Edwin F. Gay, Charles D. Hazen, A. B. White, Laurence M. Larson.

PUBLIC ARCHIVES COMMISSION.—Victor H. Paltsits, Charles M. Andrews, Robert D. W. Connor, Gaillard Hunt, Jonas Viles, Eugene C. Barker, Henry E. Woods.

COMMITTEE ON BIBLIOGRAPHY.—Ernest C. Richardson, W. Dawson Johnston, George Parker Winship, F. J. Teggart, C. S. Brigham, Walter Lichtenstein.

COMMITTEE ON PUBLICATIONS.—Max Farrand, Waldo G. Leland, Charles H. Haskins, J. Franklin Jameson, Worthington C. Ford, Ernest C. Richardson, George L. Burr, C. H. Van Tyne, Victor H. Paltsits.

GENERAL COMMITTEE.—Frederic L. Paxson, Clarence S. Paine, Isaac J. Cox, Arthur I. Andrews, William K. Boyd, Pierce Butler, Frederic Duncalf, Miss Julia A. Flisch, Morgan P. Robinson, W. Roy Smith, David D. Wallace, and W. G. Leland and H. W. Edwards, ex-officiis.

COMMITTEE ON A BIBLIOGRAPHY OF MODERN ENGLISH HISTORY.—Edward P. Cheyney, Arthur L. Cross, Roger B. Merriman, Ernest C. Richardson, Williston Walker.

COMMITTEE ON THE PREPARATION OF TEACHERS OF HISTORY IN SCHOOLS.—Dana C. Munro, K. C. Babcock, C. E. Chadsey, Edgar Dawson, R. A. Maurer, H. W. Edwards.

THE CONFERENCE OF HISTORICAL SOCIETIES.—Thomas M. Owen, Chairman; Solon J. Buck, Secretary.

ADVISORY EDITORS OF THE HISTORY TEACHER'S MAGAZINE.—Henry Johnson, Chairman; George C. Sallery, St. George L. Sioussat, (these two renominated to serve three years); Miss Blanche Hazard, F. M. Fling, James Sullivan.

PROGRAM COMMITTEE.—St. George L. Sioussat, W. G. Leland, S. C. Mitchell, U. B. Phillips, Henry A. Sill, James T. Shotwell.

COMMITTEES ON LOCAL ARRANGEMENTS. Columbia, S. C.—B. F. Taylor, Chairman; Yates Snowden, A. S. Salley, Jr., S. C. Mitchell. Charleston, S. C.—J. W. Barnwell, Harrison Randolph, O. J. Bond, Theodore D. Jervey.

NOMINATION COMMITTEE.—William MacDonald, Clarence W. Alvord, John S. Bassett, E. B. Krehbiel, Franklin L. Riley.

#### Social Events.

The city of Boston and Harvard University extended a warm welcome to the members of all the societies. An informal reception was given on Friday evening to Colonel Roosevelt; the Massachusetts Historical Society and Harvard University entertained the members at luncheons; a delightful tea was served at Simmons College on Saturday afternoon; President and Mrs. Lowell held a reception for all the societies; smokers were arranged for the men; and the courtesies of a number of clubs were extended to the visitors. Guides to historic points were provided and sight-seeing trips arranged. Exhibitions of historical materials were on view at Simmons College; and the historical collections at the Old South Meeting House and at the Old State House were open to inspection. The local committee earned the hearty thanks of the societies for the efficient manner in which the arrangements for the large number of meetings were planned and carried out.

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East High School

CLEVELAND, OHIO



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- Aley, Robert J., and Max. The story of Indiana and its people. Chicago: O. P. Barnes. 317 pp. \$1.00.
- Baltimore, its history and people. Various authors. In 3 vols. New York: Lewis Pub. \$25.00.
- Bell, Margaret Van Horn D. A journey to Ohio in 1810, as recorded in the journal of Margaret Van Horn Dwight, with introd. by Max Farrand. New Haven, Ct.: Yale Univ. 64 pp. \$1.00.
- Bogart, Ernest L. The economic history of the United State. 2nd edition. New York: Longmans. 597 pp. \$1.75.
- Bonsal, Stephen. The American Mediterranean. New York: Moffatt, Yard. 488 pp. \$3.00 net.
- Brown, Philip F. Reminiscences of the war of 1861-1865. Roanoke, Va.: Union Pr. 54 pp. 25 cts.
- Chandler, George. Iowa and the Nation. Chicago: Flanagan. 354 pp. 75 cts.
- Channing, Edward, and others. Guide to the study and reading of American history. Boston: Ginn & Co. 650 pp. \$2.50.
- Doddridge, Joseph. Notes on the settlement and Indian wars of the western parts of Virginia and Pennsylvania, from 1763 to 1783 inclusive. Republished with additions. Pittsburgh, Pa.: J. S. Ritenour. 320 pp. \$2.00.
- Edgar, Lady. A colonial governor in Maryland: Horatio Sharpe and his times 1753-1773. New York: Longmans. 311 pp. \$3.50 net.
- Eldredge, Zoeth S. The beginnings of San Francisco, from the expedition of Auza, 1774, to . . . 1850. In 2 vols. San Francisco: The author, (26 pp. bibl.). \$7.00.
- Esarey, Logan. Internal improvements in early Indiana. Indianapolis: E. J. Hecker. 47 and 158 pp. 25 cts.
- Estill, Harry F. The beginner's history of our country. Dallas, Texas: Southern Pub. 312 pp. 60 cts.
- Fort Harrison on the banks of the Wabash, 1812-1912. Terre Haute, Ind.: Moore-Langen Pr. 72 pp. 50 cts.
- Gibbs, Josiah F. The Mountain Meadow Massacre. Salt Lake City, Utah: Shepard Book Co. 59 pp. 50 cts.
- Hauser, James J. An outline of the history of the U. S. Allentown, Pa.: O. A. Iobst. 74 pp. 25 cts.
- Johnson, Allen, ed. Readings in American constitutional history, 1776-1876. Boston: Houghton, Mifflin. 584 pp. \$2.50.
- McKim, Randolph H., D. D. The numerical strength of the Confederate Army. New York: Neale. 71 pp. \$1.00 net.
- Mahan, Frederick A. The United States Navy: an address. Washington, D. C.: Govt. Pr. Off. 10 pp.
- Military Order of the Loyal Legion, Commandery of the State of New York. Personal recollections of the War of the Rebellion. 4th series. New York: Putnam. 380 pp. \$2.50.
- Morris, Charles. An elementary history of the United States: Penna. edition. Philadelphia: Lippincott. 374 pp. 60 cts.
- Morris, Charles. A School history of the United States. Philadelphia: Lippincott. 451 pp. 80 cts.
- Newton, Rev. W. M. Richard Newton of Ludburg, Mass., 1638-9, and an account of the Indian raid in Barnard, Vt., Aug. 9, 1780. Woonsocket, R. I.: W. M. Newton & Sons. 52 pp. \$1.25.
- Pivány, Eugene. Sixty years ago: an address delivered . . . on the sixtieth anniversary of the arrival of Kossuth in the U. S. Philadelphia: Hung. Assn. for Self Culture of Philadelphia. 15 and 20 pp. 20 cts.
- Prince, Le Baron B. A concise history of New Mexico. Cedar Rapids, Ia.: Torch Press. 272 pp. \$1.50 net.
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- Root, Winfred T., and Ames, Herman V. Syllabus of American history, from the beginning of colonial expansion to the formation of the federal union. New York: Longmans. 123 pp. \$1.00.
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- U. S. Lib. of Congress. Select list of references on impeachment. 2nd edition. Wash., D. C.: Govt. Pr. Off. 38 pp. 10 cts.
- Westport Imp. Assn. Westport, 1812-1912; commemorating the centennial of the Santa Fe trail. Kansas City, Mo.: F. Hudson Pub. 76 pp. 25 cts.
- Wiernike, Peter. History of the Jews in America. New York: Jewish Press Pub. 449 pp. \$1.50.
- Worsham, John H. One of Jackson's foot-cavalry; 1861-1865. New York: Neale. 353 pp. \$2.00 net.

**Ancient History.**

- Inman, H. T. Rome; the cradle of western civilization as illustrated by its existing monuments. New York: Scribner. 297 pp. \$1.60 net.
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- Bradley, Rose M. The English housewife in the 17th and 18th centuries. New York: Longmans. 336 pp. \$3.50 net.
- Bussell, Frederick W. A new government for the British Empire. New York: Longmans. 108 pp. \$1.25 net.
- Brooks, Sydney. Aspects of the Irish question. Boston: J. W. Luce & Co. 255 pp. \$1.50 net.
- Kingsley, Mand E. Outline of English History. Boston: Palmer Co. 149 pp. 40 cts.
- Oman, Charles W. C. Wellington's army, 1809-1814. New York: Longmans. 395 pp. (9 pp. bibl.). \$2.10 net.
- Pope, Jessie. How England grew up. Boston: Houghton, Mifflin. 224 pp. 75 cts. net.
- Prothero, R. E. English farming, past and present. New York: Longmans. 504 pp. \$4.00 net.
- Walford, Lucy B. C. Memories of Victorian London. New York: Longmans. 351 pp. \$3.50 net.

**European History.**

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- Allen, Grant. Florence; [Historic Guides Series]. New York: Holt. \$1.50.
- Trent, Council of. Authorized translation of the dogmatic decrees of the Council of Trent. New York: Devin-Adair Co. [437 Fifth Ave.] 257 pp. \$1.25.
- Hamilton, Sir Ian S. M. A staff officer's scrap-book during the Russo-Japanese War (new 1-vol. ed.) New York: Longmans. 444 pp. \$2.10 net.
- "Hare, Christopher," pseud. A princess of the Italian Reformation, Giulia Gonzaga, 1513-1566. New York: Scribner. 291 pp. (5 pp. bibl.). \$2.50 net.
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**Medieval History.**

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**Miscellaneous.**

- Apostolic (The) fathers. English translation by Kirsopp Lake. In 2 vols. Loeb Classical Library. New York: Macmillan. 409 pp. ea. \$1.50 net.
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- Gomme, Sir George L., ed. The King's story book; The queen's story book; being historical stories picturing the reigns of English monarchs. (new ed.) New York: Longmans. 527, 446 pp. ea. \$1.25 net.
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- Oberholtzer, Ellis P., Compiler. Official . . . book of the historical pageant, Oct. 7 to 12, 1912. Philadelphia: Hist. Pageant Com. of Phila. 202 pp. \$5.00.
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- Navy League of the U. S. Admiral Bunce Section, Hartford, Ct. John Fitch. Hartford, Ct.: R. S. Peck & Co. 50 pp. \$1.00.
- Fraser, Mary Crawford. Reminiscences of a diplomat's wife. New York: Dodd, Mead. 395 pp. \$3.00 net.
- Hosmer, James K. The last leaf; observations during seventy-five years of men and events in America and Europe. New York: Putnam. 340 pp. \$2.00 net.
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- Stephen, Sir Leslie, and Lee, Sidney L. Dictionary of National Biography, vol. 2, supplement. Faed-Muy. New York: Macmillan. 676 pp. \$4.25.

**Government and Politics.**

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